



What do you think about pupils?

PLEASE TICK BOX

- a I work hard for pupil co-operation without worrying too much about the possibility of losing control.
- c I think more about making sure I don't lose control than about getting co-operation.
- o I see behaviour problems as a natural part of growing up and an assertion of independence.
- a I believe I can handle most challenging behaviour.
- c I tend to put pupils' behaviour down to their personalities.
- p I make assumptions and form conclusions quickly about potentially difficult pupils.
- p I assume that most pupils are the same across every class.
- o I assume that some pupils are different in other classes.
- c I put down behaviour problems to my lack of discipline.
- o I believe pupils want to work. If they don't, the classroom conditions are a major factor.
- a I put down my success to my pupil management skills and effort and any problems to my carelessness.
- p I am usually on the 'look out' for problems.
- o I view difficult pupils as teachable and their problems surmountable with ingenuity and effort.
- c I put down pupil co-operation to external factors such as luck or an easy class.
- p I am reluctant to entertain views about pupils different from my own.
- a I tend to put pupils actions down to situational factors.
- p I think problem pupils don't want to work and it's impossible to provide conditions where they will.
- p I think behaviour is pre determined and unchanging.
- a I am not threatened by indiscipline because it doesn't reflect on my ability.
- o I acknowledge and encourage any signs of improvement from pupils.
- o I welcome informal contact with pupils outside the classroom.
- c I blame myself for misbehaviour but take little credit for good behaviour.
- c I get anxious when pupils misbehave.
- a When I punish pupils I let them 'save face'.
- a I work on my relationships with pupils to manage the class
- p I view difficult pupils as uneducable and put their problems down to low ability or disinterest.
- o I will often speak up for problem pupils.
- o My underlying assumption is that most pupils can be trusted.
- p I avoid informal contact with pupils.
- o I believe behaviour is learned and therefore can change.
- a Without ignoring serious misbehaviour, I avoid disrupting lessons for minor misbehaviour.
- c I refer to a higher authority as soon as pupils refuse to comply.
- c I stress control via strict rules and punitive discipline.
- c I tend to rely on rewards and punishments to manage the group.
- a I focus on pupil behaviour rather than on their personalities.
- a I use persuasive measures to support intrinsic interest and self direction.
- c I see contact with difficult pupils as a battle and am often involved in confrontations.
- p I focus more on my subject than pupil development.
- p My reactions to misconduct tend to focus more on the pupil than the behaviour.
- o I consider views about pupils that are different from my own views.

- a
- c
- o
- p





Motivating Teaching

1. Autonomy supporting

Tunes into pupils' feelings and concerns • Makes perspective taking statements • Clarifies and fosters the relevance of the outcomes to pupils' goals, interests • Helps pupils identify and follow their interests and realise their own goals • Offers choice of tasks that allow pupils to realise their goals and interests • Promotes value of learning and supports pupils' internalisation of school values • Encourages pupil initiative through a non controlling communication style • Allows time for independent work • Allows pupils to solve their own problems • Allows pupils to take responsibility for their work • Involves them in decision making • Encourages independent thinking and problem solving • Encourages and responds to pupils' questions, Encourages a feeling of control in pupils • Asks open ended questions • Explains and discusses reasons for any disagreement.

2. Positive

Shared quest • Optimism re pupils • Pupils can be trusted • If not, conditions must be wrong • Favouritism avoided • Informal contact welcomed • Improvement / encouraged • Behaviour problems are seen as a natural assertion of independence

3. Limit setting

Like a parent's arms around child, makes it safe to be oneself • Clarifies limits • Consistent • Predictable

4. Accountability seeking

Objective • Seeks change • Recovery • Reconciliation • Makes pupils face up to consequences • Focuses on future solutions • Links consequences to act • Doesn't stress personal qualities avoids labelling gives choice / control to pupils gives opportunity to learn new ways gives a fresh start

5. Encouraging

Is accepting • Appreciative, gives self belief to increase self-confidence • Encouragement given any time • As a gift • Given for nothing • Valued for being yourself • Explicit and informative

6. Failure Managing

Gives clear, accurate reasons for failure • Doesn't attack personal features • Links failures with controllable causes • Conveys belief that ability isn't fixed • Uses rules as a starting point for negotiation • Progress orientated • Moderate criticism

Demotivating Teaching

1. Autonomy suppressing

Does everything for the pupils • Controlling questions and communication style • Criticises • Pressurises • Gives lots of 'you should be...directives towards the 'right answer' • Interferes with pupils' goal striving • Intrudes, disrupts pupils' natural rhythm as they perform tasks • Forces meaningless and uninteresting tasks upon pupils • Suppresses criticism and independent opinion • Closed to information from pupils about aspects of the task and the context that frustrate the realisation of their interests and goals • Too 'ego involved' in pupils' performance • Over personalises, and insist on their own opinion and standpoint

2. Negative

Problem pupils seen as not wanting to work • Assumed not to be trusted • It's impossible to do anything with them • Contact is seen as a battle • Threats and ultimata issued • Neglect • Negative comments, labels • Referred to a higher authority • Signs of improvement • Not seen as genuine

3. Coercively controlling

Makes pupils be what they want them to be • Tries to change or fix them

4. Blaming

Is reactive, subjective, seeks revenge • Personalises, stigmatises • Creates a fault swamp / label traps • Makes pupils pay for mistakes • Focuses on past, models angry reaction • Sends negative expectations • Makes pupil feel bad about self • Causes resentment, rebellion retreat • Fails to teach or ask anything of learner

5. Provoking

Doesn't put things in context • Makes child feel not in control • Sets unrealistic challenges • Has negative or unrealistic expectations • Sets vague uncertain goals • Loose structure • Gives little feedback • Unpredictable • It's never good enough • You'll never amount to anything • Applies contaminated praise • Uses 'Scare tactics'

6. Failure Exposing

False feedback • Excessive criticism • Public evaluation • Severe or normative grading standards • Pupil left not knowing how to improve

