Technical Requirements

Service Solution Proposal

Rationale and context

The behaviour of students is a key factor to their educational outcomes, which in turn correlate strongly with later life outcomes, which themselves contribute to the social capital of the communities in which they are part. Therefore, school leaders must be skilled in creating an environment where negative behaviour can be minimised and positive behaviours developed; and teachers should be skilled in creating classrooms where academic and civil behaviour is optimised.

These skills exist within the school system, but vary enormously from school to school. In areas where school outcomes are lowest, school behaviour is disproportionately worse than in areas of greater outcome and advantage. Students from these schools underachieve as a group compared to national averages, and past-school outcomes, such as progression to tertiary education or average salary are also concomitantly depressed.

Solution

This program aims to remedy this. Classroom management and school behaviour leadership are not arcana, but a magazine of learnable strategies, interventions and shared wisdom. This program has distilled the most effective strategies and behaviour of effective schools and teachers, into a discrete and flexible package that targets the most obvious gains to be made by educators. Based on multiple evidence based sources, it provides portable, immediate answers that have been proven to be highly effective.

Training outline

The program consists of two strands: one designed for school leaders (department head and above), and classroom practitioners. Attendees will be recruited from priority areas and schools. The program will raise the skills required for improved standards of behaviour in schools and classrooms in four stages:

1. Trainees attend a two-day training event. They are introduced to the most effective, evidence based strategies, habits, attitudes and behaviour that make the largest impact on student behaviour. This is delivered by several school leader/ practitioners from cultures of demonstrable efficacy, led by Tom Bennett, independent behaviour expert for the Department of Education. The course will be built around the findings of the recent 'Creating a Culture' report (DfE, 2016) which made an extensive and authoritative investigation in this area. It is also informed by the ITT review led by

Tom Bennett, which focused on behaviour reform, and the skill/ knowledge bases required of 'classroom ready' teachers.

Other sources include the work of the US based expert Doug Lemov, whose 'Teach like a Champion' program is considered a milestone in this sector. Lemov will act as a consultant to the design and implementation of this project. Also, the work of Robert Marzano, Professor Terry Haydn, and psychologist Nick Rose will act as academic touchstones for the course.

The course will include workbooks, hard copy reference materials, and be built around a series of areas: for leaders these will focus on highly effective systems and structures; for classroom practitioners it will describe interpersonal and systematic ways to run a room and interact constructively and positively with groups of students. Both strands will focus on their academic and social enrichment, because both areas support each other, and also the aims of education itself. Pupils need to be taught habits that encourage self-regulation; reduced impulsivity; civility; focus; awareness of the needs of others; hard work. Teachers will learn strategies that encourage these; leaders will learn ways these cultural levers can be pushed throughout the school.

The course will be a combination of lecture, workshop, demonstration and interactive activities. Built with a variety and pace that addresses adult learning needs, it models best practice teaching. Attendees will be active participants, and over the two days will be coached through a process that culminates with a personalised action plan by the end.

Attendees are then tasked with (and asked to commit to) enacting their action plans in their own schools and classrooms.

2. To facilitate this process, Tom Bennett training will provide access to an online platform where attendees can log in privately and access course materials, a forum where they can anonymously (if desired) share their thoughts, problems and ideas with one another in a secure, safe community of learners. Additionally, this platform will host a virtual coach service, where participants can post questions in which are then answered on a regular basis by the course leaders. These might be about implementation, trouble shooting, suggesting new ideas, course correction, encouragement or mentoring more generally.

3. After three months, attendees return for their first booster day. This event serves several purposes. It serves a brief recap of the principles described on the initial training period, which evidence suggests is the most useful way to imbed new learning. It also creates a check point, and a target at which the attendees can aim. This focusses their ambition on delivering a credible outcome; evidence also suggests that for CPD to be most effective, it needs to be both revisited, and target based. It also allows participants to meet, discuss their successes and challenges, and share ideas. The course leaders can also deliver training in how to maintain, reboot or revisit implementation.

4. After another three months, the participants return for a final day, which serves many of the purposes from (3), above. It also provides a terminal point for the project, which encourages participants to maintain their project input. Highly successful participants will be rewarded with a platform for their projects on the Tom Bennett Training website.

Sustainability

This program will also instruct participants how to run their own programs, in order to perpetuate the skill base.

Addressing Workload

Programs that fail to account for existing workload are doomed. This project involves an initial time investment (the course itself, plus time in school to implement new systems), but this is followed by a period of increasing returns, as time wasted on ineffective interventions (or not intervening) starts to accrue on the other side of the school balance sheet; sanctions done properly, aim at their own reduction; exclusions reduce; teaching and learning time is increased. Improving behaviour is one of the greatest catalysts for time saving possible in schools.

Staff quality assurance

The designer and lead tutor on this course is a nationally recognised expert in behaviour management training and school consultancy. The author of four books on teacher training, he was selected in 2015 by the Secretary of State for Education to lead an independent panel to recommend reforms to initial teacher training in behaviour management.

Ha has also been a teacher for 13 years in England's poorest boroughs: Tower Hamlets and Barking and Dagenham, and this program is tailored to meet the needs of participants within similar systems where budgets are tight and challenge is high; where demographics present natural barriers to learning and achievement, and where practical, demonstrably efficient strategies are essential.

Tom Bennett has been a behaviour coach for ten years, has written and designed a very successful online behaviour training program with the TES Global, ran the TES behaviour advice forum for several years, and has lectured on behaviour in schools around the globe. He has run hundreds of training days of many sizes, from lectures for 650 people to year-long training for groups of 30 people. Through his organisation researchED, he has built and run low-cost training conferences for teachers in three continents. 10,000 unique participants have attended these events, including 8000 from the UK. As such he has extensive experience of both running large training events, and the unique demands of schools and school leadership. The course tutors are all highly respected experts in classroom or leadership behaviour management.

This training represents both the latest and best tools to raise behaviour standards, but also effective, low-cost delivery.