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Title: Promoting conditions for positive behaviour

Date: 2010

Originally presented to: Capita’s 5th National Behaviour and Discipline in Schools Conference


Version of item: Presented version
Promoting Conditions for Positive Behaviour

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Discipline in Schools
Capita 5th National Conference
30th November 2010
– Update on Government’s plans and progress of the Education Bill

– Learning from our research - advice and guidance for senior leaders on promoting good behaviour and managing exclusions

– Effective practices for supporting staff and CPD

- Strengthening powers of search, issue detentions and ‘use force where necessary’
- Teacher anonymity in cases of pupil accusation
- Head-teacher powers beyond the school gates
- Strong stand against bullying
- OfSTED focus on inspection
- Change in appeals procedure
- Changes in alternative specialist provision
• Intention to move away from centrally driven approaches
• Providing schools with greater authority / less prescription
• Generate a culture of ‘learning from each other’
• ‘Reasserting teacher authority’
• Changes in ITT – greater consistency
• Legislation to replace independent appeals panels with a ‘review panel’
• Piloting new ways of funding alternative provision
Research on pupil behaviour and leadership: 1999-2010

1. Overview

- Little research on behaviour/leadership – large bodies of research on each theme / Cole, Visser & Upton (1999) / distributed leadership (Garner & Groom, 2010)
- Historical continuities – Elton (1989); Steer (2008)
- No new knowledge or ‘silver bullets’
- ‘Cases in context’ – transferring success
Research on pupil behaviour and leadership: 1999-2010

2. Implications for practice

• ‘hard’ characteristics – school organisation; curriculum provision; professional practices; links with external bodies

• ‘soft’ characteristics – school culture and ethos, teacher’s personality; perceived ability to be able to include diverse range of learners
Teacher characteristics – 40 years of pupil-feedback

- Well-prepared
- Respectful
- ‘Allows us to speak’
- Fair
- Knowledge of subject
- Clear rules and punishments
- Humour
- Not unpredictable
- Honest
- Deals with own ‘problems’
Recent research on leadership & behaviour (NCSL, 2010)

Exploration of 4 leadership-related issues:
• school cultures, relationships and behaviour
• partnerships and communities and
• professional characteristics and behaviour
• promoting inclusion, limiting exclusion
Individual professional characteristics which appear to be significantly present:

- Motivation
- Use of positive affirmations
- Modelling positive behaviour
- Recognition of personal strengths and capabilities
Institutional leadership characteristics which appear to be significantly present:

- Distribution of Leadership
- Promotion of professional learning
- Encouraging calculated risk-taking
- Redefining pupil ‘behaviour’
Key findings:

- little in the literature presents as innovative practice in promoting positive behaviour;
- much of what is reported represents perceived ‘effective practice’ in school leadership
- effective leadership skills, like effective classroom teacher skills, appear to be generic and have been recognised over time
- leaders who emphasise educational attainment tend also to place equal importance on appropriate social behaviours
- Innovation occurs in context-specific locations; issues of transferability
- the literature is consistent in linking leadership skills and attributes to improved pupil behaviour
Supporting staff

- Sharing ownership & vision
- Creating opportunities to speak, offload & deconstruct
- Learning from each other
- Linking behaviour & learning
- Avoiding snake-oil & squeegee merchants

Transforming lives, inspiring change
An electronic copy of the full version of this presentation may be obtained from:

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