

Putting theory into practice: A Western Australian engagement strategy.

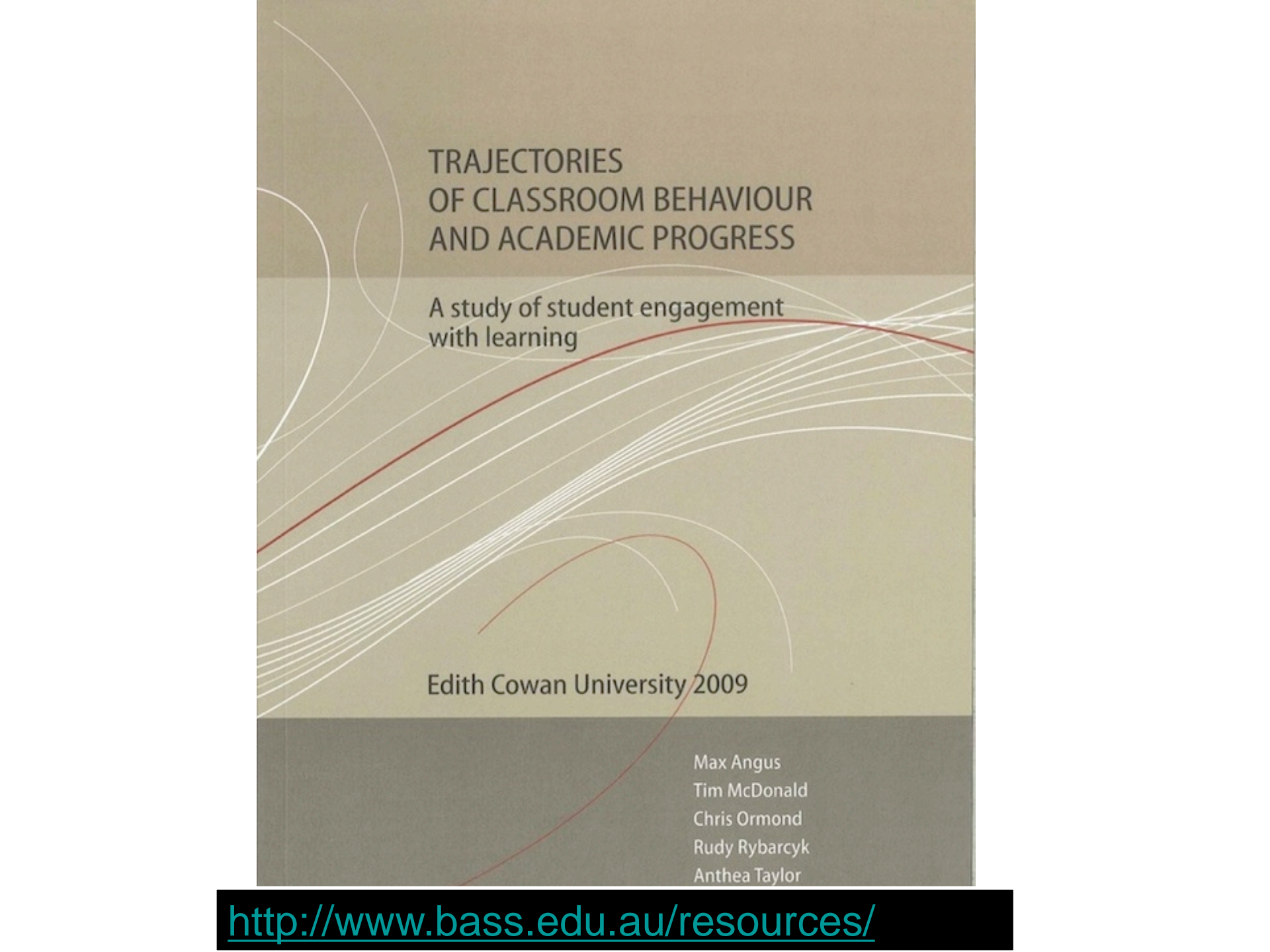
Behaviour in Australian Schools current trends
and possibilities

South Australia July 2014

Dr. Tim McDonald



CATHOLIC EDUCATION
OFFICE OF WESTERN AUSTRALIA



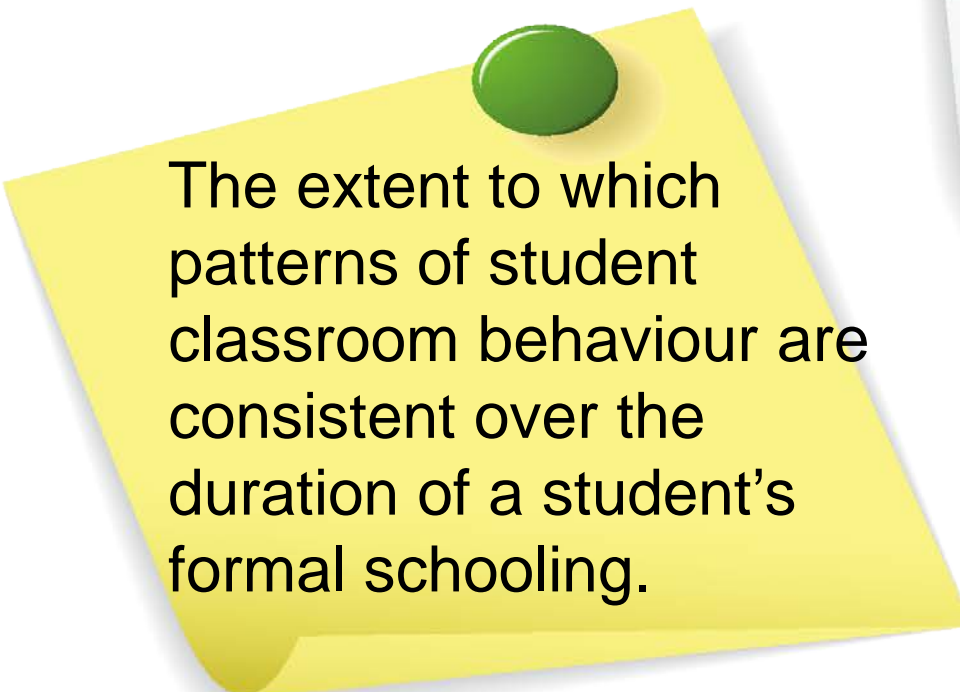
TRAJECTORIES OF CLASSROOM BEHAVIOUR AND ACADEMIC PROGRESS

A study of student engagement
with learning

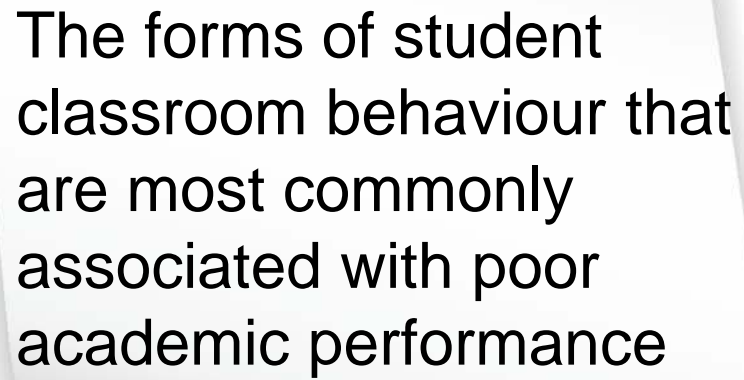
Edith Cowan University 2009

Max Angus
Tim McDonald
Chris Ormond
Rudy Rybarcyk
Anthea Taylor

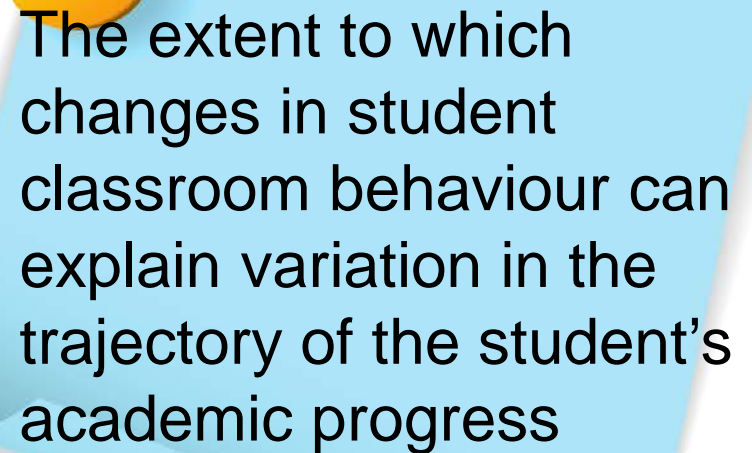
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The extent to which patterns of student classroom behaviour are consistent over the duration of a student's formal schooling.



The forms of student classroom behaviour that are most commonly associated with poor academic performance



The extent to which changes in student classroom behaviour can explain variation in the trajectory of the student's academic progress

Unproductive behaviours

1 Aggressive

2 Non-compliant

3 Disruptive

4 Inattentive

5 Erratic

6 Impulsive

7 Unmotivated

8 Unresponsive

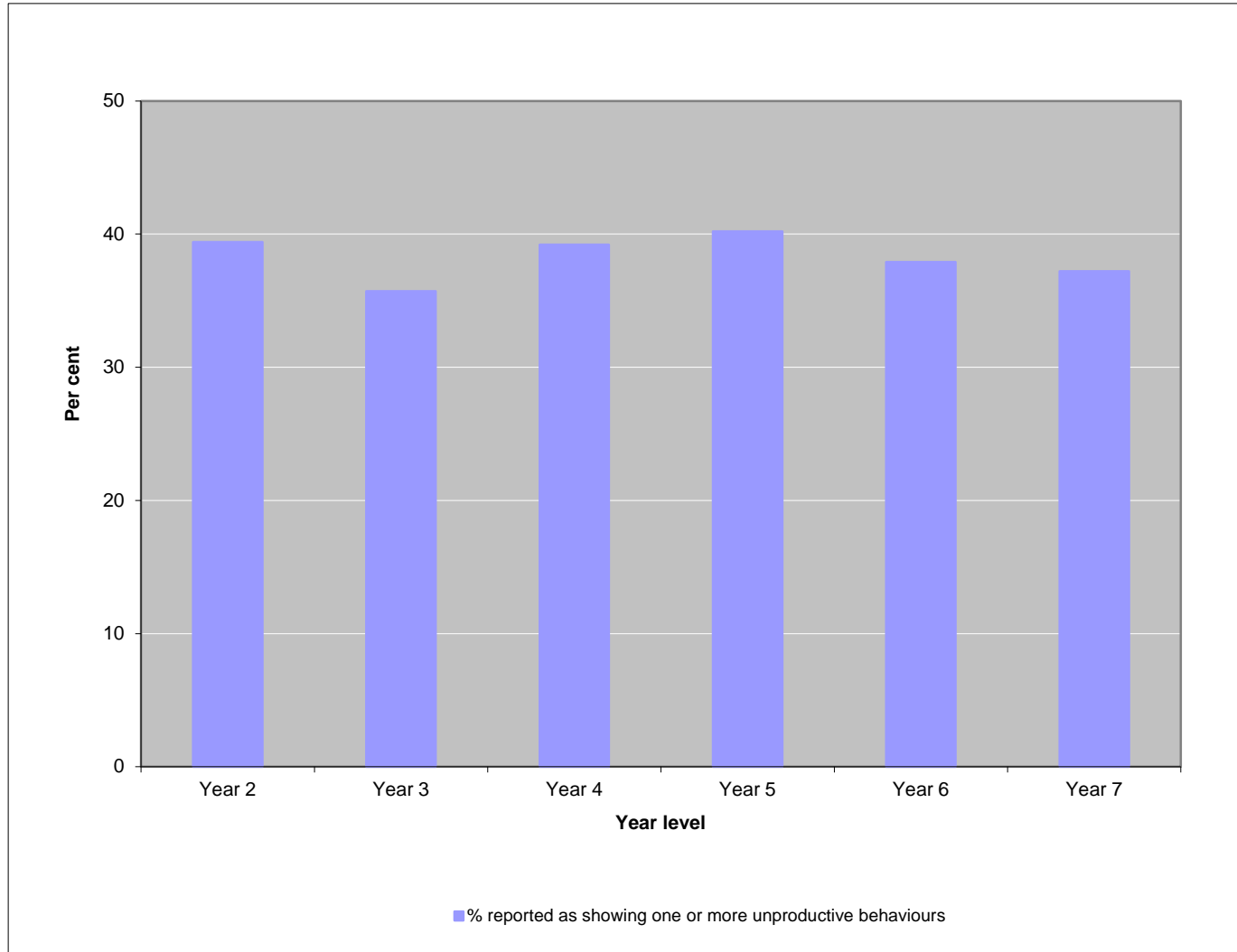
9 Unprepared

10 Irregular attendance

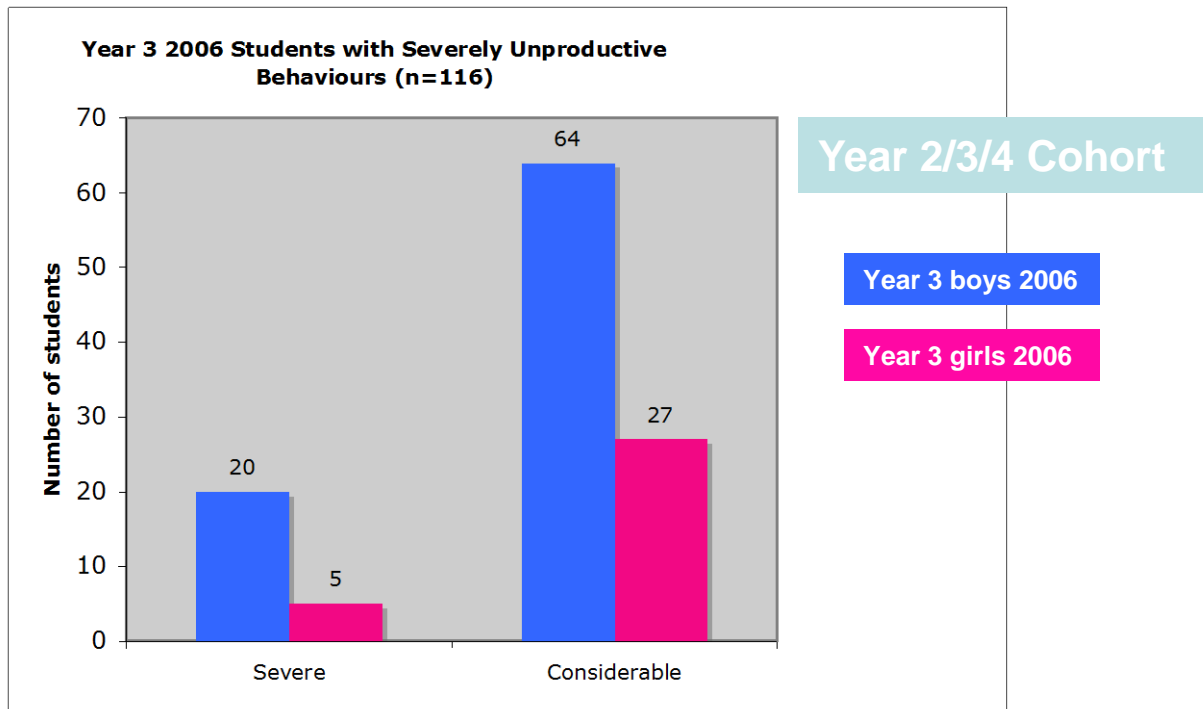
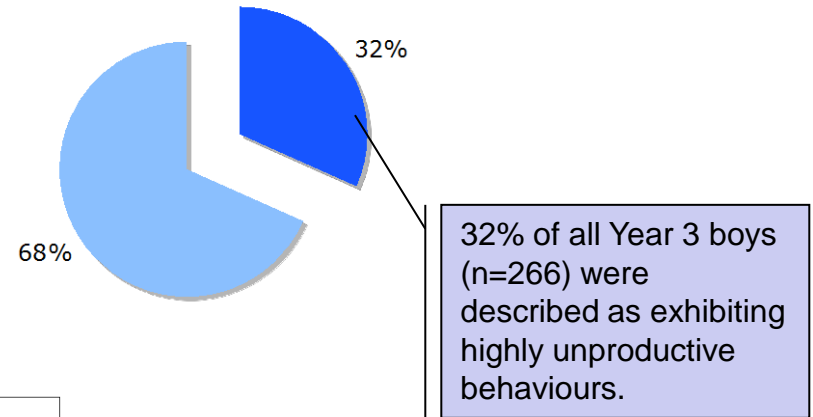
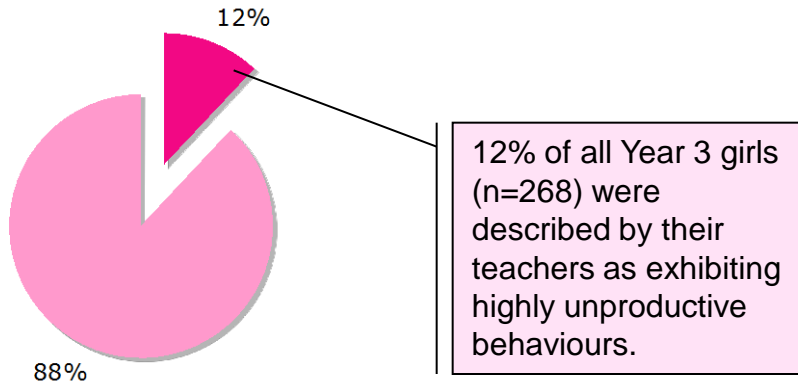
Do students behave more
unproductively as they
progress through primary
school?



Unproductive behaviour in primary classrooms



Looking at Year 3 in 2006



Year 3/4 Cohort: now in Year 5

Enjoyment of work

Year 3
2006

CLASS Teacher: Student enjoying set work 2006?

		Almost never	Sometimes	Often	Nearly always	Total
Year 3 2006	Male	9	62	91	100	262
	Female	0	22	51	189	262
		9	84	142	289	524

27% of Year 3 boys sometimes, or almost never, appeared to enjoy set schoolwork.

8% of Year 3 girls only sometimes appeared to enjoy set schoolwork.

Year 4
2007

CLASS Teacher: Student enjoying set work 2007?

		Almost never	Sometimes	Often	Nearly always	Total
Year 4 2007	Male	16	69	83	56	224
	Female	4	29	73	104	210
		20	96	156	160	434

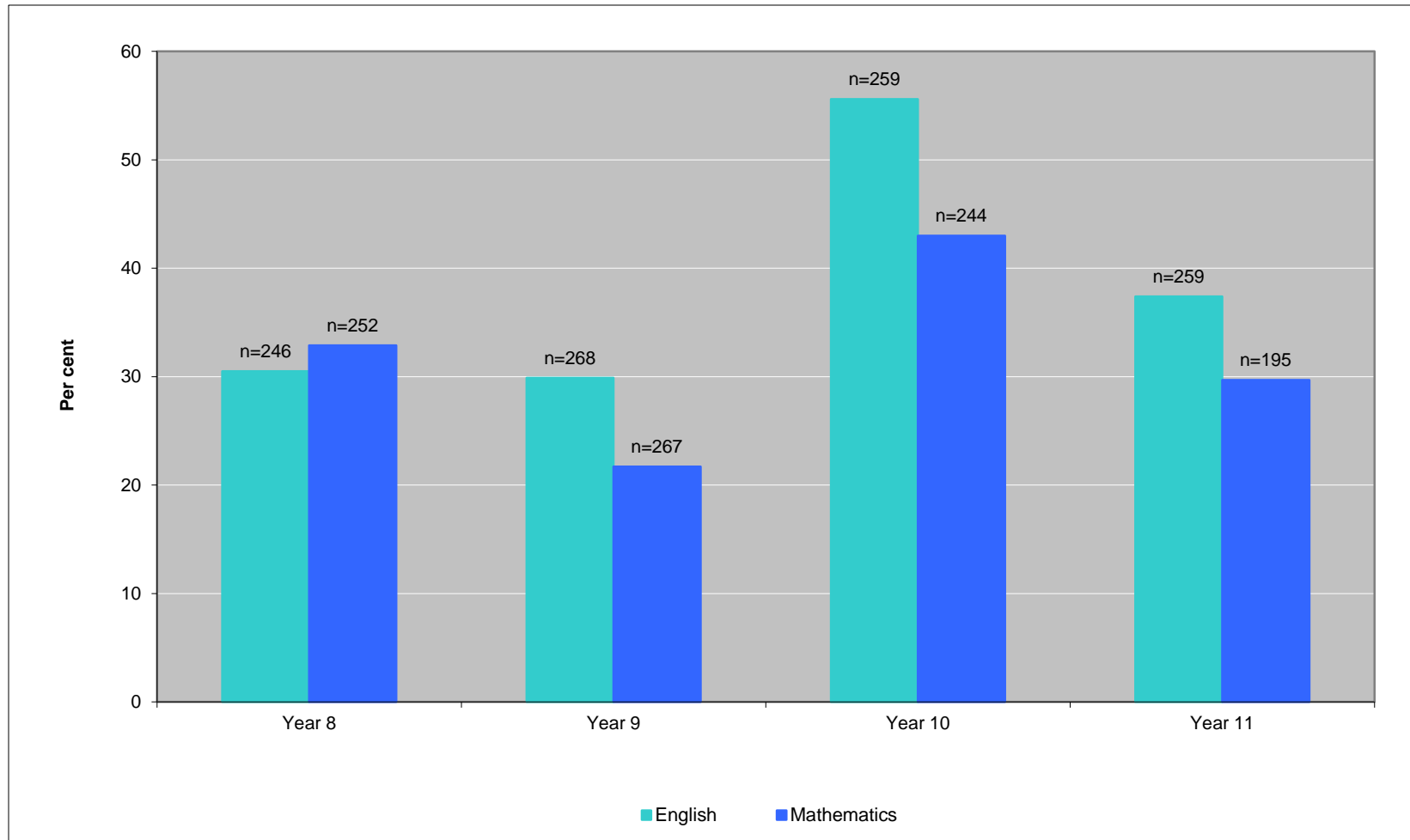
The trend continued. 38% of the same boys in Year 4 sometimes, or almost never, appeared to enjoy set schoolwork.

16% of the same girls in Year 4 only sometimes appeared to enjoy set schoolwork.

Is there more unproductive
behaviour in high schools
than primary schools?



Unproductive behaviour in secondary classrooms



Is there a difference in the level of unproductive behaviour shown by boys and girls?



Boys are three times more likely than girls to exhibit unproductive behaviours in all categories except attendance



Are aggressive and
oppositional behaviours the
most common forms of
unproductive behaviour?



Incidence of four unproductive behaviours

	Aggressive %	Inattentive %	Unmotivated %	Unprepared %
Year 2	4.3	22.8	12.6	9.8
Year 3	4.9	19.1	10.8	9.2
Year 4	5.5	26.5	12.0	8.6
Year 5	4.8	24.9	11.5	11.5
Year 6	4.8	23.1	13.4	11.5
Year 7	6.4	19.4	13.6	8.6

Productive	Unproductive Clusters		
60% consistently productive	Disengaged	Low-Level Disruptive	Uncooperative
	Disengaged with instruction	Disruptive Behaviour mix	Unproductive on >5 categories; disengaged
	Not Aggressive	Calling out; Seeking attention; Provoking others	Aggressive
	Generally compliant & cooperative	Non-compliant	Non-compliant
60%	20%	12%	8%

Do students who are not engaged with their schoolwork, but don't cause much trouble, usually end up doing well?



The 'compliant disengaged' group was performing about about one-and – a- half year levels below the productively behaved group



Do most of the children who
behave unproductively have
mental health problems?



Of the 3.6 per cent of students with a diagnosed socio-emotional disorder about half were reported to be behaving productively.





We've been blinkered by a medical model of student behaviour.

Classroom behaviour and academic progress are integrally related

Disengagement is endemic from the time students start school.

Engagement is seen as the responsibility of schools

PARADIGM
SHIFT



A system where all children flourish

**Develop positive learning environments that
focus on instructional competence and
positive teacher-student relationships**

System wide tracking of
student engagement

Instructional coaching

Early Years numeracy and
literacy intervention



Positive Learning Framework:

Three Phase Model

Prevention: Self Awareness and Management Plan	Prevention: Lesson Design	Corrective Actions
<p>At the start of the year and before each class</p> <ul style="list-style-type: none"> • self awareness • proactive thinking—indiscipline will happen at some stage • caring and welcoming classroom • classroom layout and resources • high and specific expectations • rules, routines and procedures <p>During lessons</p> <ul style="list-style-type: none"> • Connecting • C2S • managing student movement • 'with-it-ness' • acknowledgement of appropriate behaviour • opportunities for autonomy and responsibility 	<p>Beginning</p> <ul style="list-style-type: none"> • whole class attention (C2S) • clear outcomes conveyed to students • motivation 'hook for learning'—set induction • advanced organiser • recall prior learning • level of student engagement <p>Middle</p> <ul style="list-style-type: none"> • teaching/learning strategy—active student involvement • collaborative learning strategies • group work • student movement for resources • questioning and responding to student answers • promoting student success <p>Ending/closure</p> <ul style="list-style-type: none"> • check for understanding against outcome • evaluation expectations • lesson summary • link learning to outside of classroom • Next lesson—what we will be doing next lesson is... 	<p>Low-level responses (minimal/no disruption to lesson flow)</p> <ul style="list-style-type: none"> • use of dignity (privacy/politeness/tone of voice) • minimal language (use succinct messages and an assertive tone with eye contact, avoid 'why' questions, redirect to lesson) • proximity • name and thanks • look/eye contact • non-verbal communication/gestures/signals • redirection • defer to private catch up later • clear desists • tactical ignoring <p>Moderate level responses</p> <ul style="list-style-type: none"> • circle time, conferencing • identifying motivation • identifying the 'game' • empathic statements • offering escape routes • offering choices giving students responsibility for actions <p>Escalating/crisis response</p> <ul style="list-style-type: none"> • awareness of escalation phase • de-escalation/defusing strategies • crisis response strategies <p>Restorative responses</p> <ul style="list-style-type: none"> • skills for connecting, clarifying and restoring relationships

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SEQTA CATEGORY

Unproductive Behaviours

Subcategory	Template
Aggressive	physically/ verbally threatens; loses temper; physically/ verbally bullies
Non-compliant	refuses to follow class rules; talks back; argumentative; challenges instructions
Disruptive	calls out; seeks attention; provokes others
Inattentive	easily distracted; does not appear to concentrate
Erratic	unpredictable mood swings; appears sometimes in altered state; emotional outbursts
Impulsive	does not wait turn; doesn't think of consequences; begins before understands activity
Unmotivated	does not try to finish assigned tasks; minimal effort to get things right; gives up quickly on tasks
Unresponsive	appears vague; does not participate in class activities; does not join in group work
Unprepared	does not bring equipment to class; loses work; rarely completes homework
Irregular attendee	comes late; misses lessons; misses days/ weeks of school

(Table adapted from Angus et al., 2009)

SEQTA CATEGORY

Productive Behaviours

Subcategory	Template
Connection with others	cooperates, collaborates, leads, follows
Independent learner	positive dispositions for learning - confidence, curiosity enthusiasm, optimism, reflexivity
Motivated	completes tasks; takes considered risk in decision-making and copes with unexpected; persists with challenging tasks; strives to do best; participates in extracurricular activities
Prepared	brings equipment to class; manages time; manages materials & equipment
Regular attendee	punctual; consistently attends lessons
Self-disciplined	thinks about consequences of actions; seeks clarification before acting; works without constant direction
Creative & curious	enjoys learning; shows creativity, curiosity, imagination in approach to learning; problem solving
Enthusiastic	passion and enthusiasm for learning; shows initiative
Show integrity	sense of honesty, fairness & ethical behaviour; shows self-respect and care; awareness of rights and needs of others; socially responsible showing respect for the environment
Attentive	sustains focus on tasks; concentrates despite competing distractions

Unproductive Behaviours



Oswald, Clara Y09 09.4 OCI Jun

Category 2. Unproductive behaviours
These behaviours are those which impede positive engagement by the student

On behalf of

From 11/07/2014

Until 11/07/2014

Template

Points

Sub-category 1) Aggressive

☐ Restricted to

☐ Flag for follow up

☐ Student was present

1) Aggressive
2) Non-compliant
3) Disruptive
4) Inattentive
5) Erratic
6) Impulsive
7) Irregular attendee
8) Unmotivated
9) Unprepared
10) Unresponsive

Oswald, Clara

Category

On behalf of

From

Until

1) used physical aggression
used verbal aggression
lost temper
2) refused to follow instructions
talked back
challenged the teacher after instruct
3) called out during
seeks attention
annoyed or provoked others
4) lacks concentration
was easily distracted
5) mood is unpredictable
showed outburst of emotion
6) doesn't wait for turn
moved too quickly into an activity
acted without thinking of consequen
7) came late to class
missed substantial class time
8) gave up too quickly

Template

Points

Sub-category 1) Aggressive

☐ Restricted to Me only

☐ Flag for follow up

☐ Student was present

Save Save to...

Oswald, Clara Y09 09.4 OCI Jun

Category 2. Unproductive behaviours
These behaviours are those which impede positive engagement by the student

On behalf of

From 11/07/2014

Until 11/07/2014

1) used physical aggression in the classroom when ask to sit on the mat

Template

Points

Sub-category 1) Aggressive

☐ Restricted to Me only

☐ Flag for follow up

☐ Student was present

Save Save to...

Productive Behaviours



Oswald, Clara Y09 09.4 OCI Jun

Category 1. Productive Behaviours
These behaviours promote positive engagement in students

On behalf of

From 11/07/2014

Until 11/07/2014

Template

Points

Sub-category 1) Connections with others

☐ Restricted to

☐ Flag for follow up
Student was present

1) Connections with others
2) Independent learner
3) Motivated
4) Prepared
5) Regular attendee
6) Self disciplined
7) Creative and curious
8) Enthusiastic
9) Shows integrity
10) Attentive

Oswald, Clara

Category 1) showed tolerance
showed flexibility
accepted feedback and advice
strives to work well with others
2) showed persistence
a confident learner
an enthusiastic learner
completed a task without the need for
coped well with a challenge
3) worked hard to finish a task
strived to do their best
persists with challenging tasks
takes considered risk
4) always has correct equipment
manages time wisely
5) is punctual to class
6) thinks about consequences
works independently

On behalf of

From

Until

Template

Points

Sub-category 1) Connections with others

☐ Restricted to Me only

☐ Flag for follow up
Student was present

Save Save to...

Oswald, Clara Y09 09.4 OCI Jun

Category 1. Productive Behaviours
These behaviours promote positive engagement in students

On behalf of

From 11/07/2014

Until 11/07/2014

1) showed tolerance

Template

Points

Sub-category 1) Connections with others

☐ Restricted to Me only

☐ Flag for follow up
Student was present

Save Save to...

Data can be viewed by count over an extended time range

Student summary

Print School values... To Excel

In brief Academic In detail **Quantitative** Qualitative Correspondence log In print

Select student ...

Select staff v

Pastoral records from 03/02/2014 to 10/08/2014 of 2 types

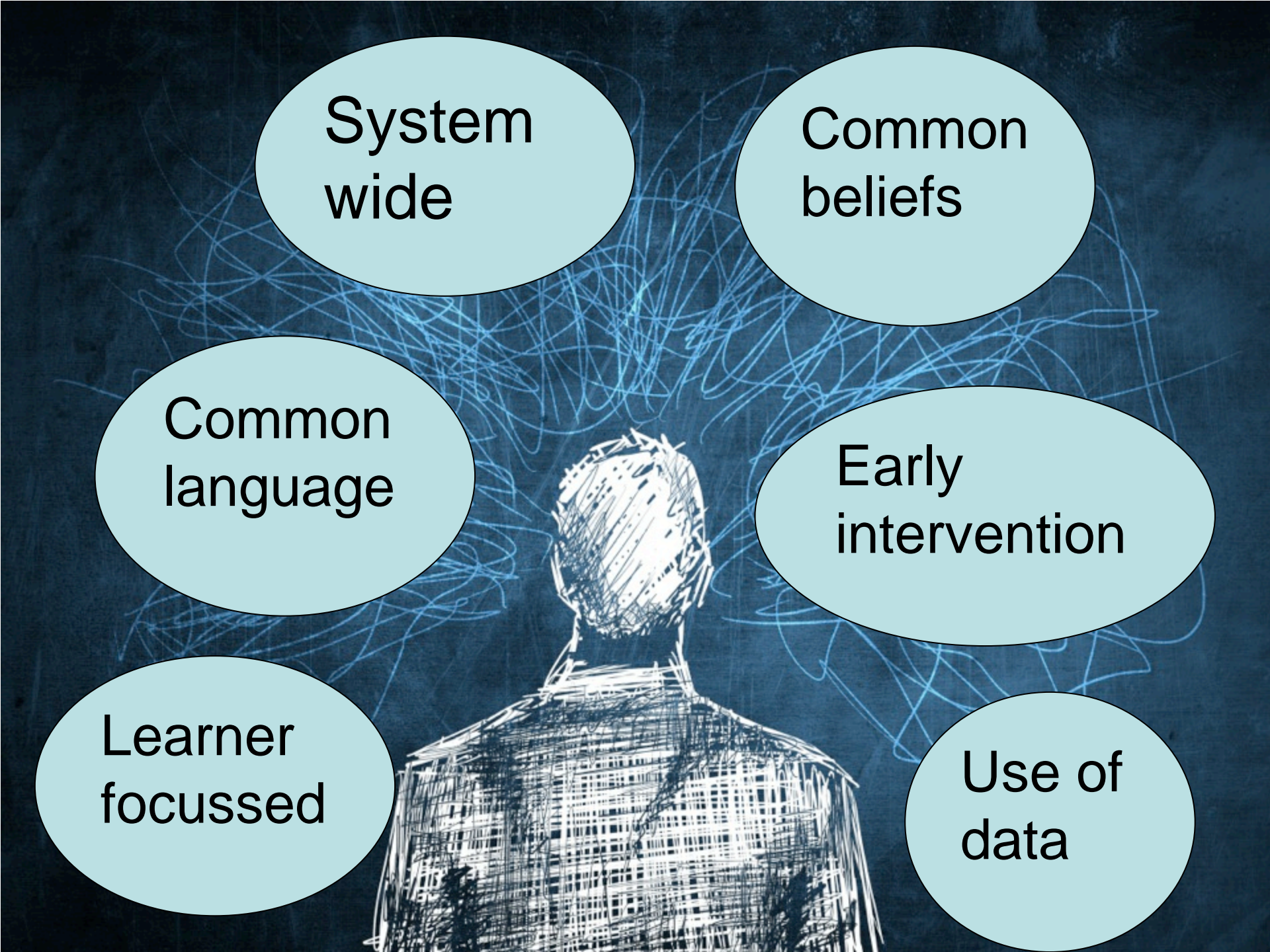
Group by Student then by Date to show Count

There are too many records to be graphed.

	F	M	A	M	J	J	Σ
Barnett, Jack	3		1		1		5
Beebe, Breanna	1	1	2	2	2	3	11
Cunningham, Leandra					2	1	3
Finn, Ella					1		1
Flores, Connor					2		2
Garrison, Shelby	1						1
Golubev, Mitchell	1			5	1		7
Henry, Nicholas				1	1		2
Hollis, Luke				2	1		3
Lacroix, Trinity					1		1
Lindberg, Trent	2	2			1		5
Long, Alexander					1		1
MacDonald, Zaid			1			1	2
MacMillan, Zachary				2			2
Malloy, Ella	1		1		1		3
Mattingly, Daryn	1	1			2	1	5
Powell, Aisla		1			1		2
Purple, Joel			1	2			3
Richardson, Racheal		1					1
Stephens, Sophie					2		2
Tremblay, Elanie		2					2

Clear

Direqt messages Counter-bullying Health centre Student goals Student plans Student summary

The image features a central, stylized figure of a person's head and shoulders, rendered in a dense, scribbled white line-art style against a dark blue background. Above the figure's head, a complex web of thin, light blue lines radiates outwards, resembling a neural network or a thought process. Surrounding the central figure are six light blue ovals, each containing a text label. The ovals are arranged in a circular pattern around the figure's head and shoulders. The text labels are: 'System wide' (top left), 'Common beliefs' (top right), 'Common language' (middle left), 'Early intervention' (middle right), 'Learner focussed' (bottom left), and 'Use of data' (bottom right).

System
wide

Common
beliefs

Common
language

Early
intervention

Learner
focussed

Use of
data

Reference

Angus, M., McDonald, T., Ormond, C., Rybarczyk, R., Taylor, A., & Winterton, A. (2009). *Trajectories of classroom behaviour and academic progress: A study of engagement with learning*. Final Report to DET. Edith Cowan University.

<http://www.bass.edu.au/resources/>