Putting theory into practice: A Western Australian engagement strategy.

Behaviour in Australian Schools current trends and possibilities

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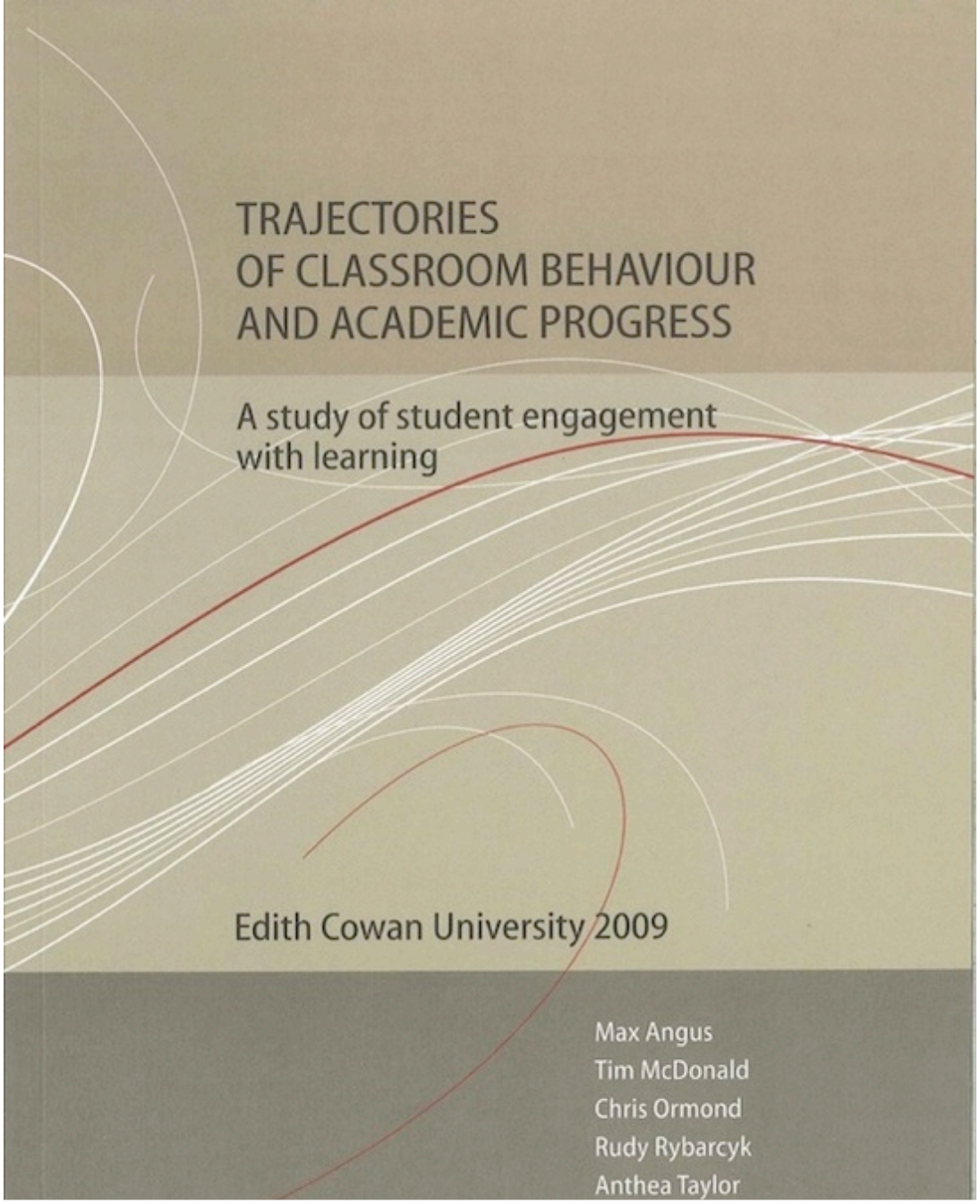
CATHOLIC EDUCATION

OFFICE OF WESTERN AUSTRALIA



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

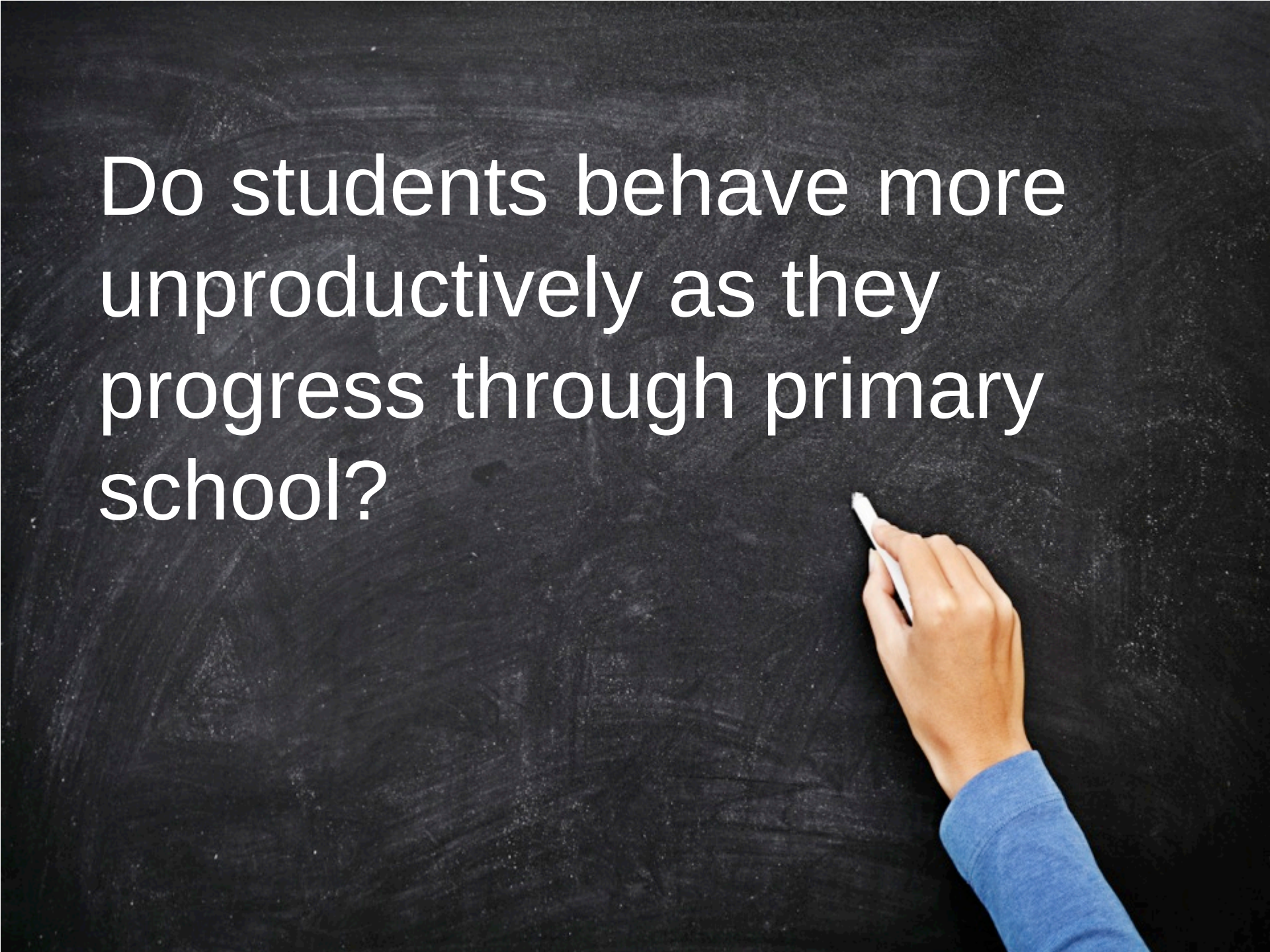
The extent to which patterns of student classroom behaviour are consistent over the duration of a student's formal schooling.

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

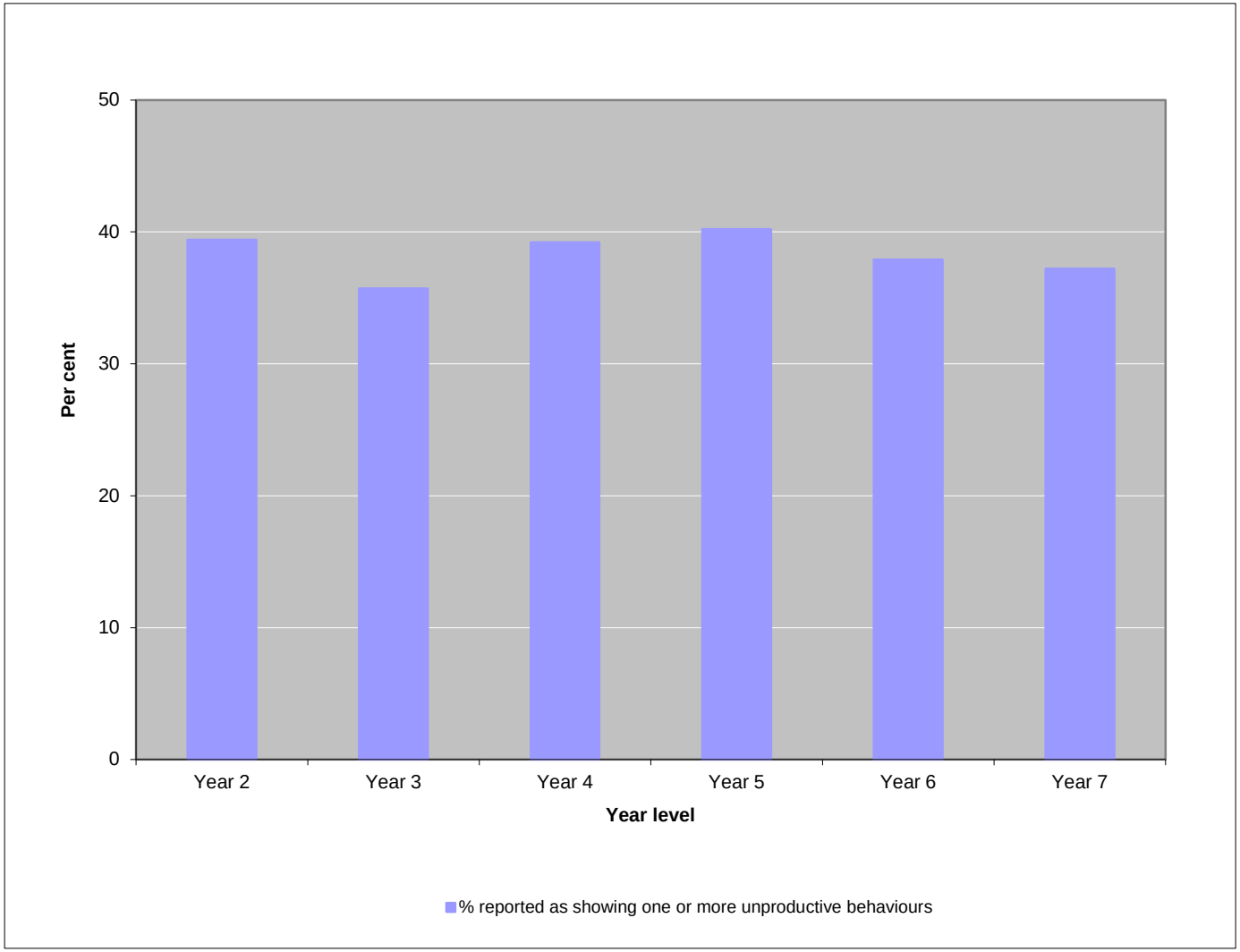
Unproductive behaviours

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

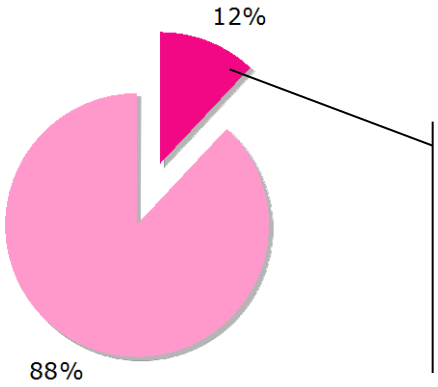
Do students behave more unproductively as they progress through primary school?



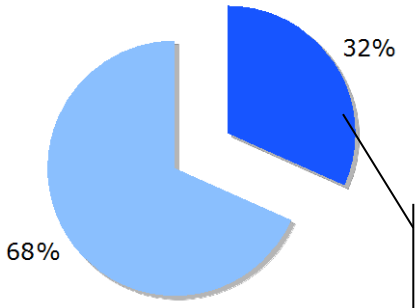
Unproductive behaviour in primary classrooms



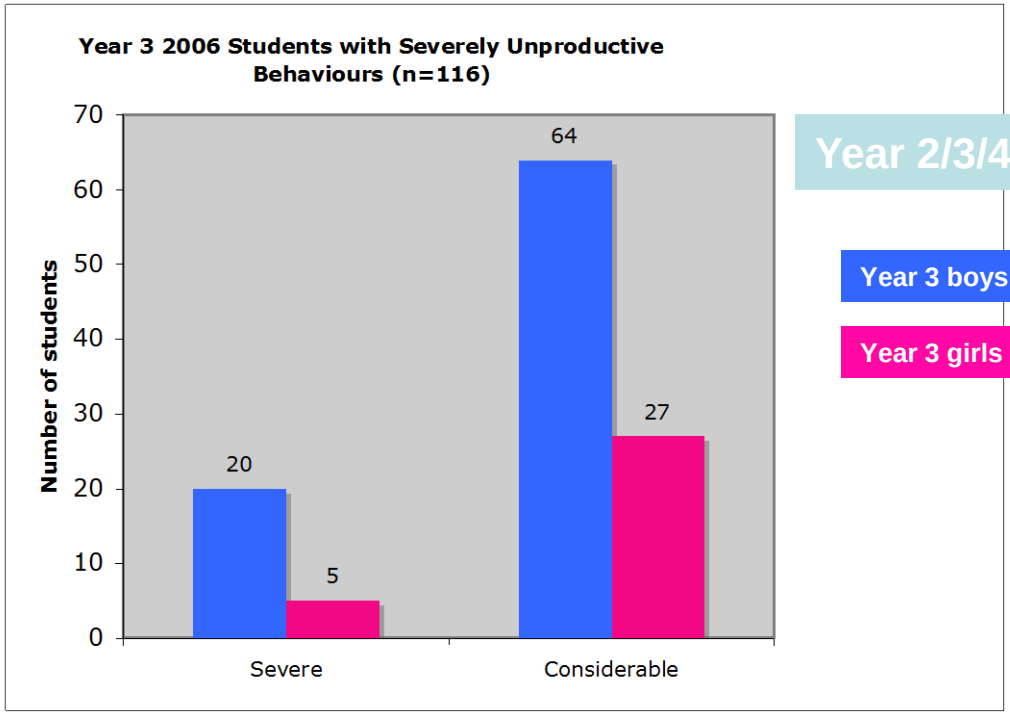
Looking at Year 3 in 2006



12% of all Year 3 girls (n=268) were described by their teachers as exhibiting highly unproductive behaviours.



32% of all Year 3 boys (n=266) were described as exhibiting highly unproductive behaviours.



Year 2/3/4 Cohort

Year 3 boys 2006

Year 3 girls 2006

Year 3/4 Cohort: now in Year 5
Enjoyment of work

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 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

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

Year 4 2007

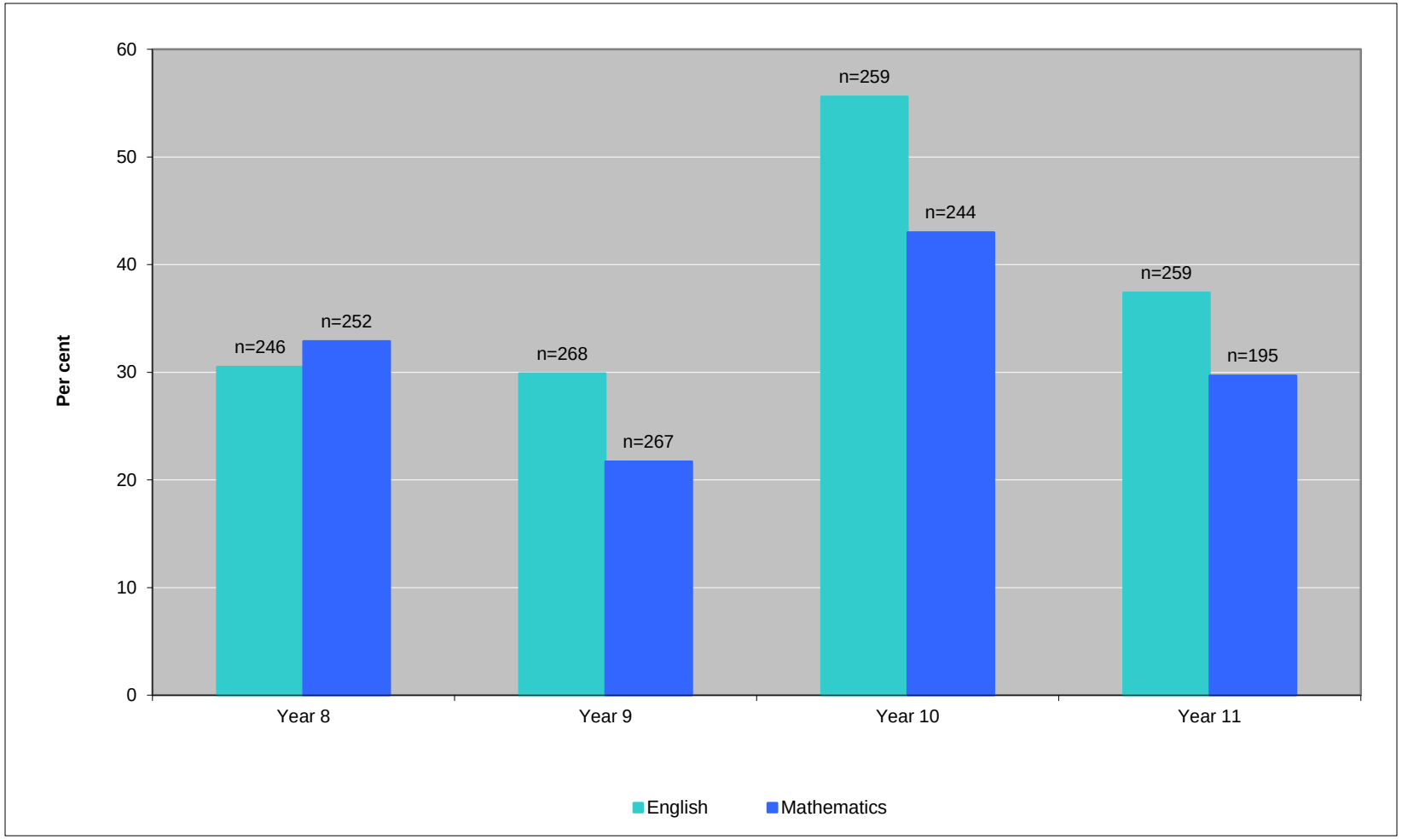
CLASS Teacher: Student enjoying set work 2007?

		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

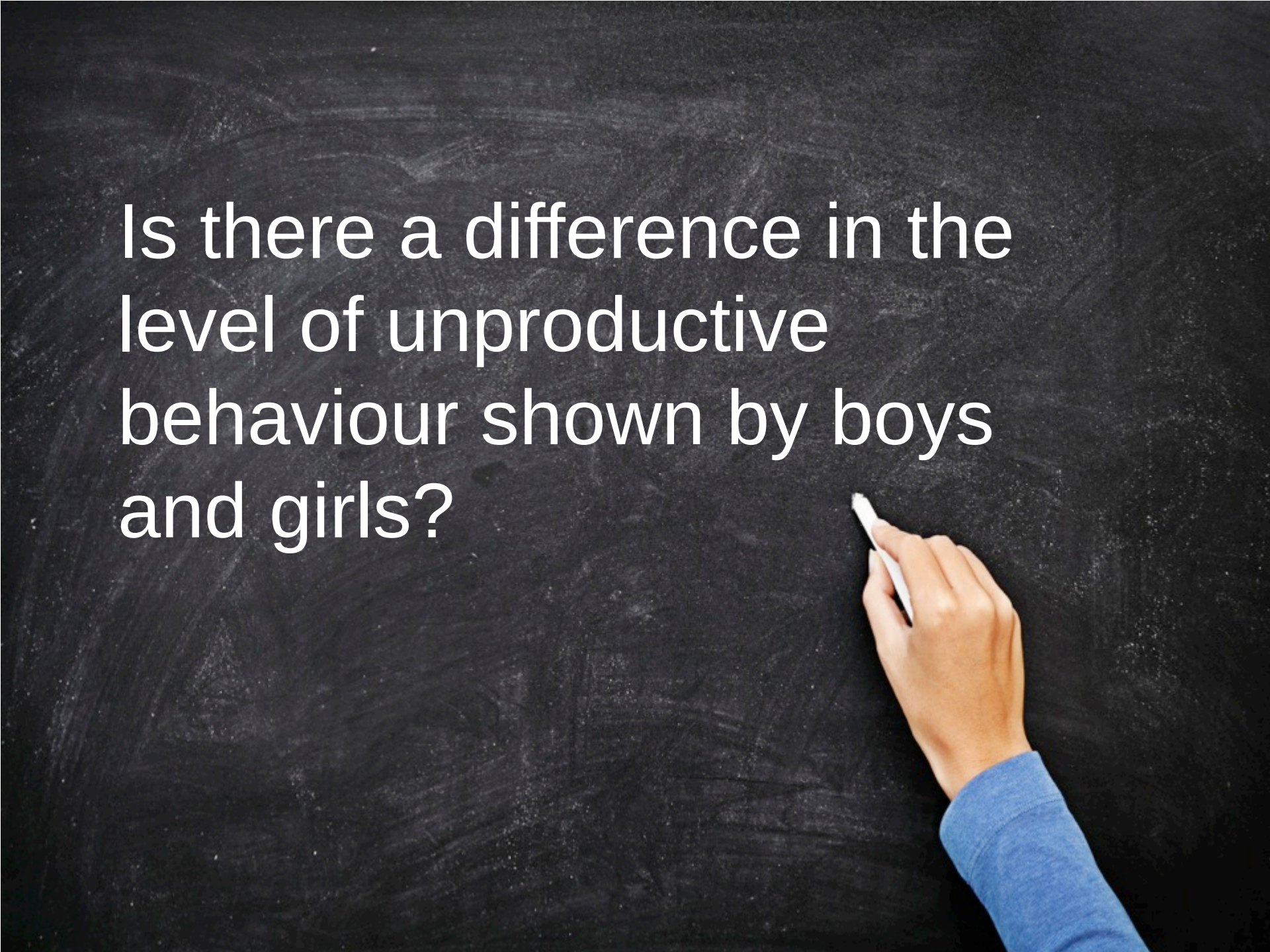
16% of the same girls in Year 4 only sometimes appeared to enjoy set schoolwork.

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

Unproductive behaviour in secondary classrooms

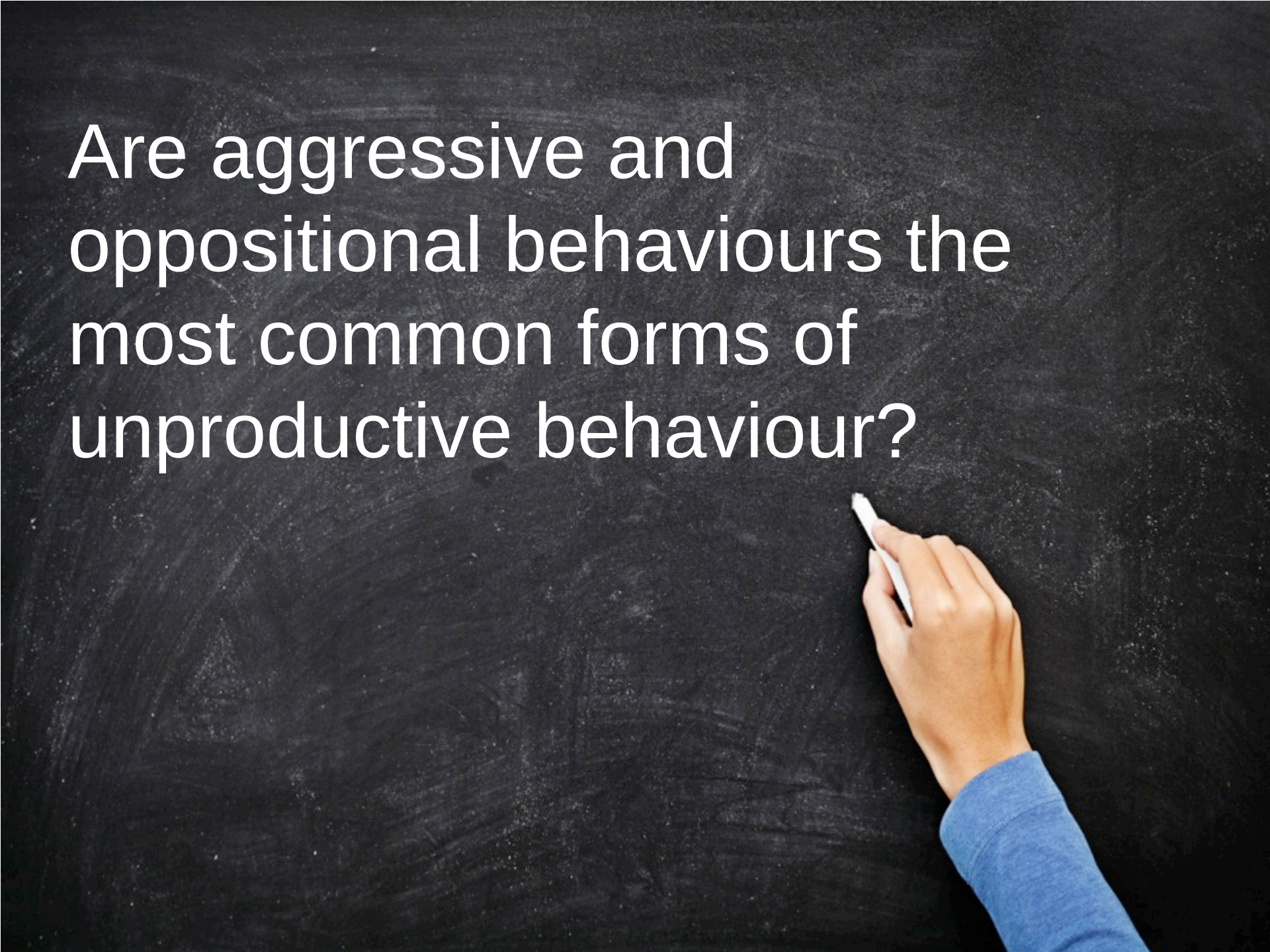


Is there a difference in the level of unproductive behaviour shown by boys and girls?



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

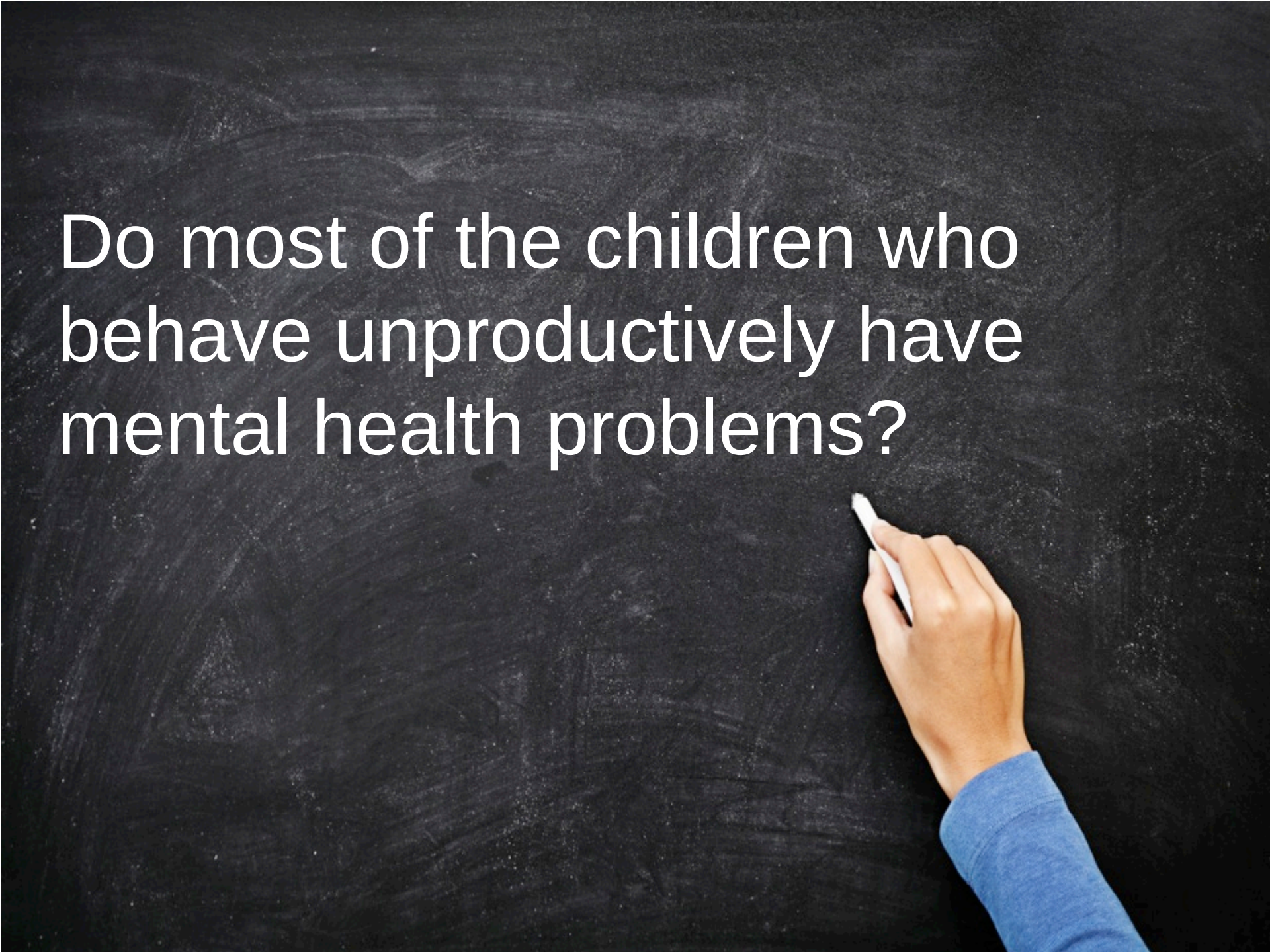
	Aggressive %	Inattentive %	Unmotivated %	Unprepared %
Year 2	4.3	22.8	12.6	9.8
Year 3	4.9	19.1	10.8	9.2
Year 4	5.5	26.5	12.0	8.6
Year 5	4.8	24.9	11.5	11.5
Year 6	4.8	23.1	13.4	11.5
Year 7	6.4	19.4	13.6	8.6

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.

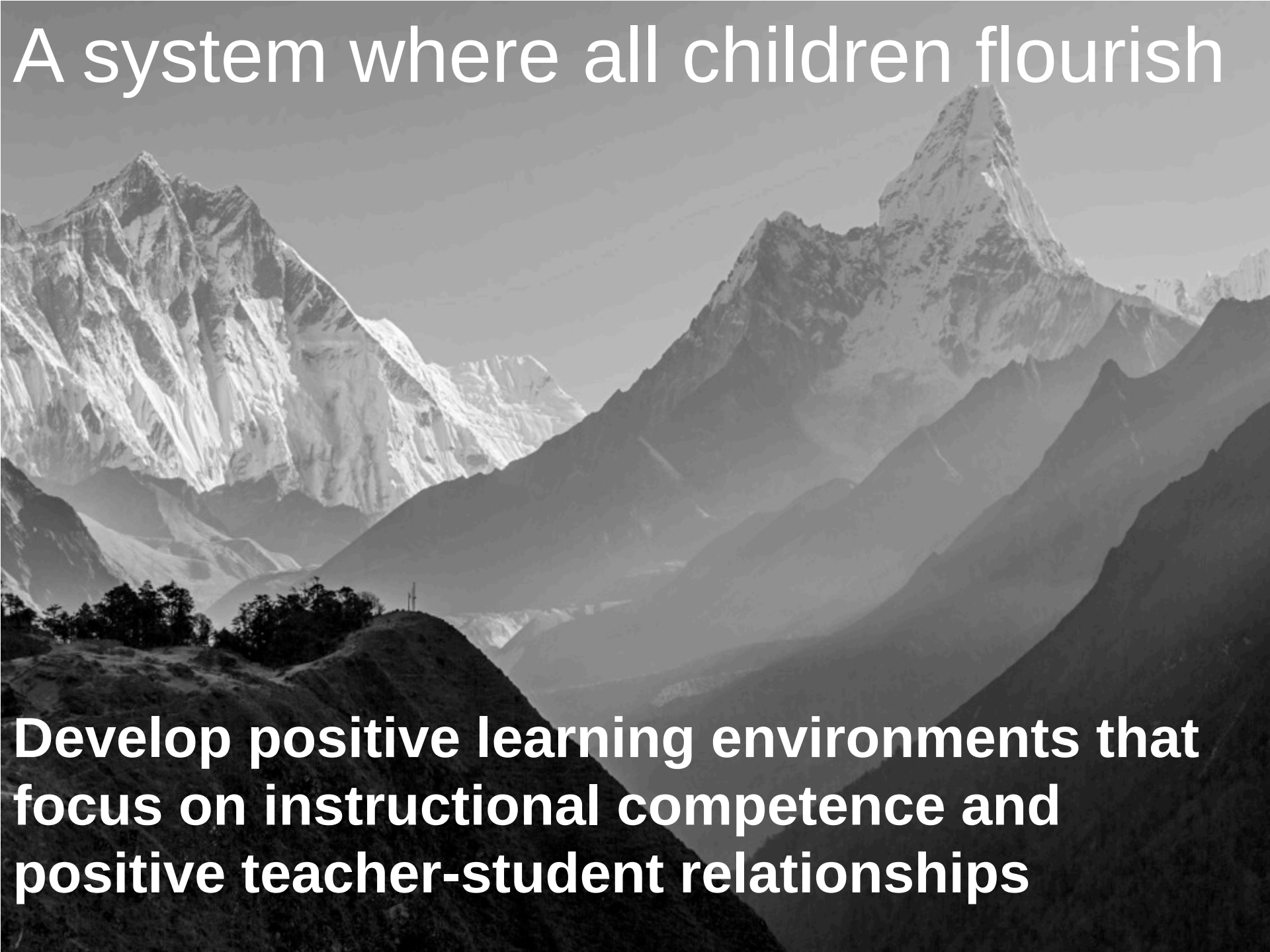
Classroom behaviour and academic progress are integrally related

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

At the start of the year and before each class

- 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

During lessons

- Connecting
- C2S
- managing student movement
- 'with-it-ness'
- acknowledgement of appropriate behaviour
- opportunities for autonomy and responsibility

Prevention: Lesson Design

Beginning

- whole class attention (C2S)
- clear outcomes conveyed to students
- motivation 'hook for learning'—set induction
- advanced organiser
- recall prior learning
- level of student engagement

Middle

- teaching/learning strategy—active student involvement
- collaborative learning strategies
- group work
- student movement for resources
- questioning and responding to student answers
- promoting student success

Ending/closure

- 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...

Corrective Actions

Low-level responses (minimal/no disruption to lesson flow)

- 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

Moderate level responses

- circle time, conferencing
- identifying motivation
- identifying the 'game'
- empathic statements
- offering escape routes
- offering choices giving students responsibility for actions

Escalating/crisis response

- awareness of escalation phase
- de-escalation/defusing strategies
- crisis response strategies

Restorative responses

- skills for connecting, clarifying and restoring relationships

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SEQTA CATEGORY
Unproductive Behaviours

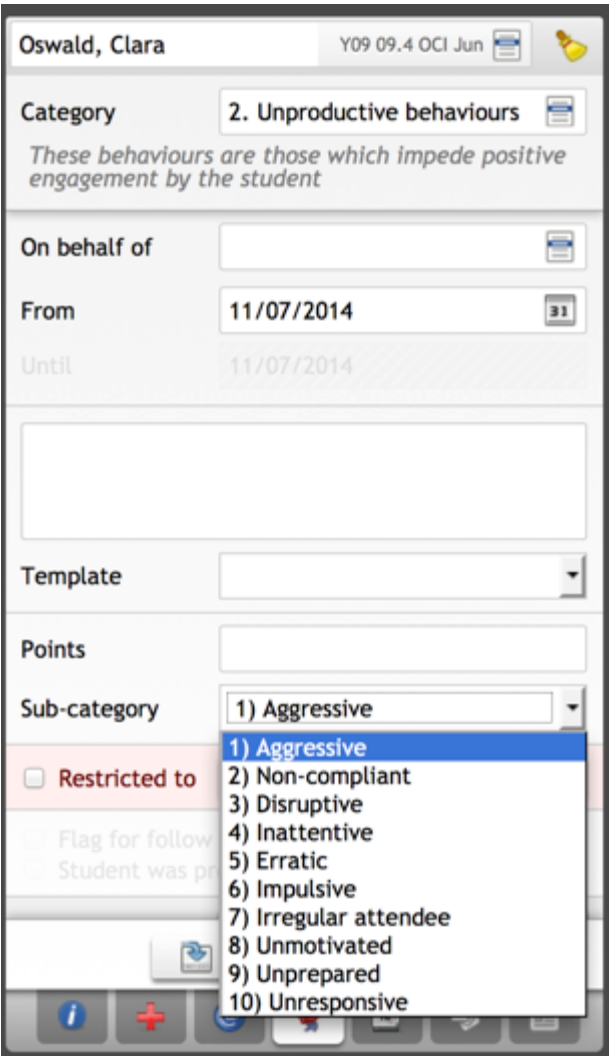
Subcategory	Template
Aggressive	physically/ verbally threatens; loses temper; physically/ verbally bullies
Non-compliant	refuses to follow class rules; talks back; argumentative; challenges instructions
Disruptive	calls out; seeks attention; provokes others
Inattentive	easily distracted; does not appear 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

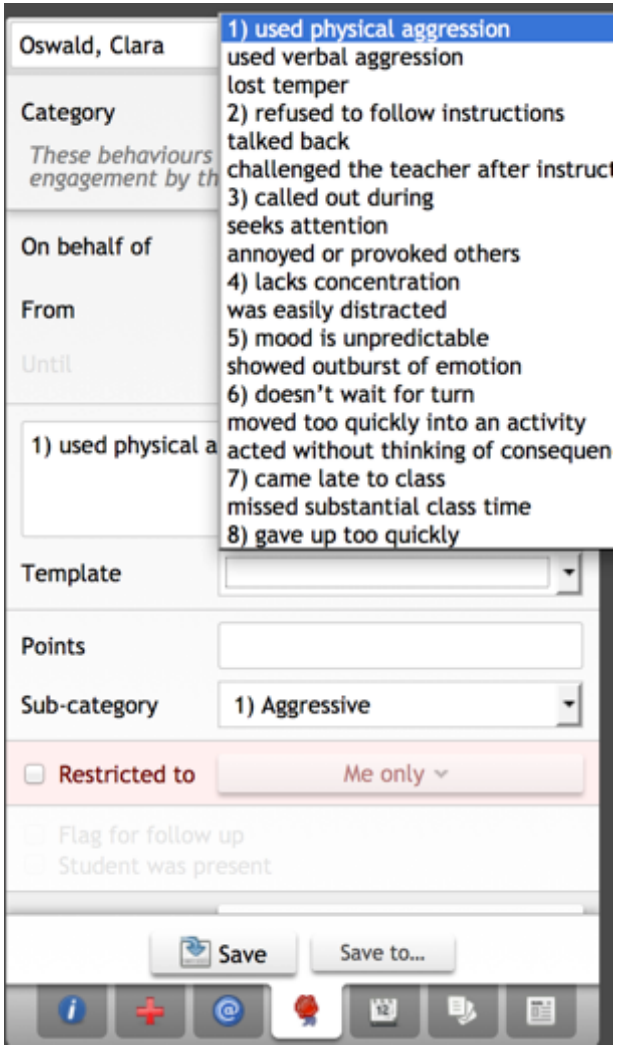
(Table adapted from Angus et al., 2009)

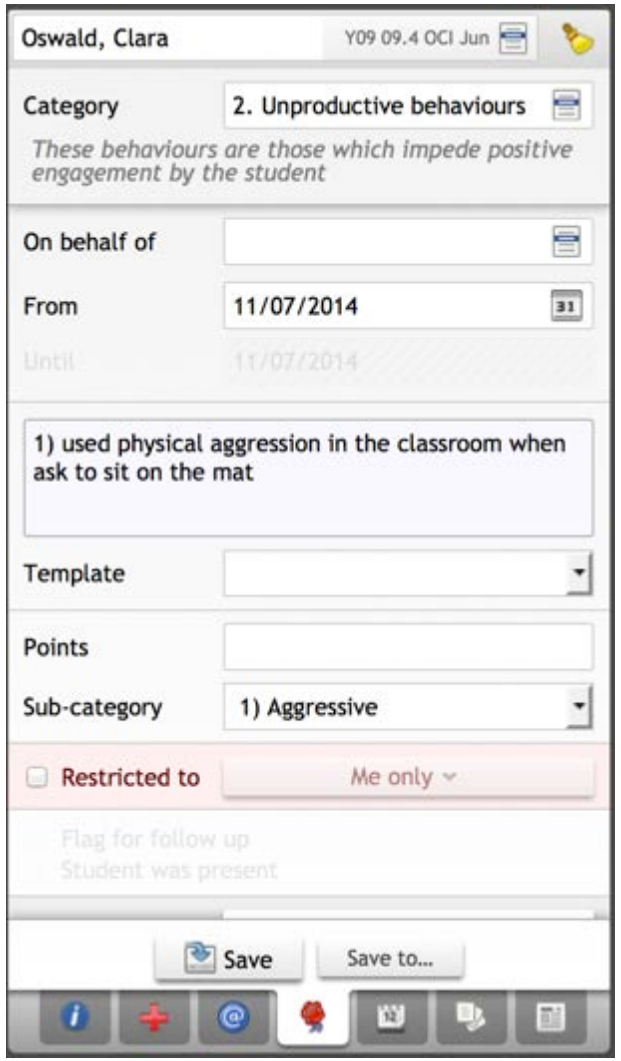
SEQTA CATEGORY
Productive Behaviours

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; seks 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

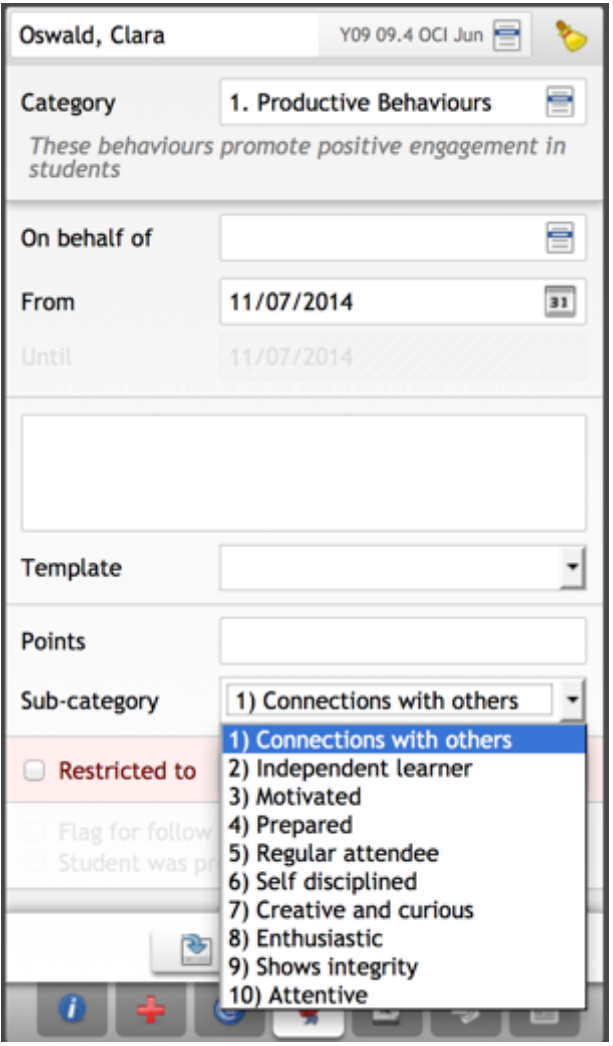
Unproductive Behaviours

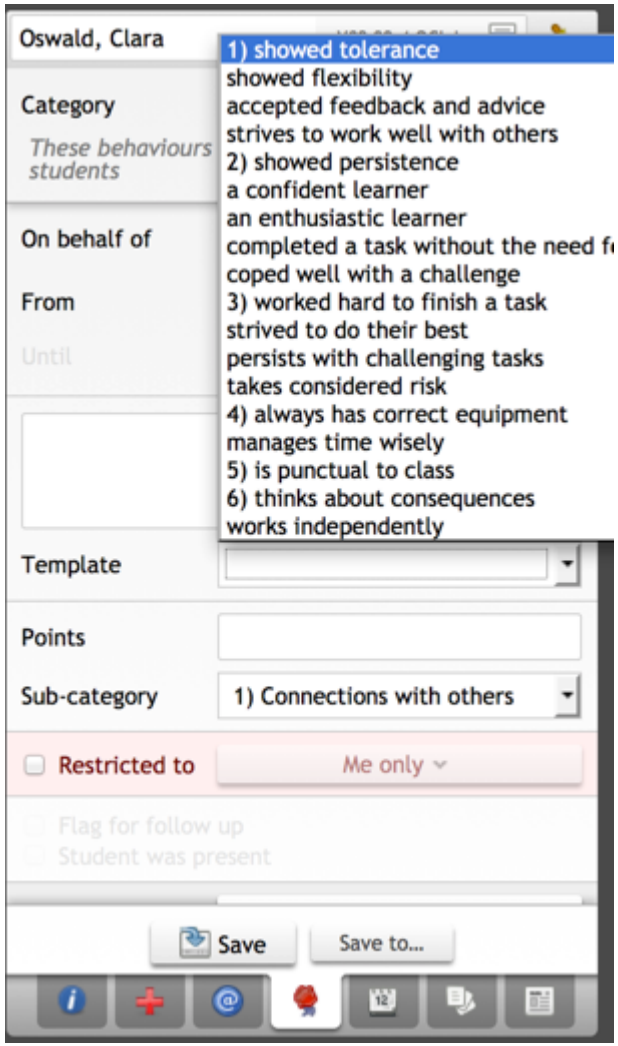


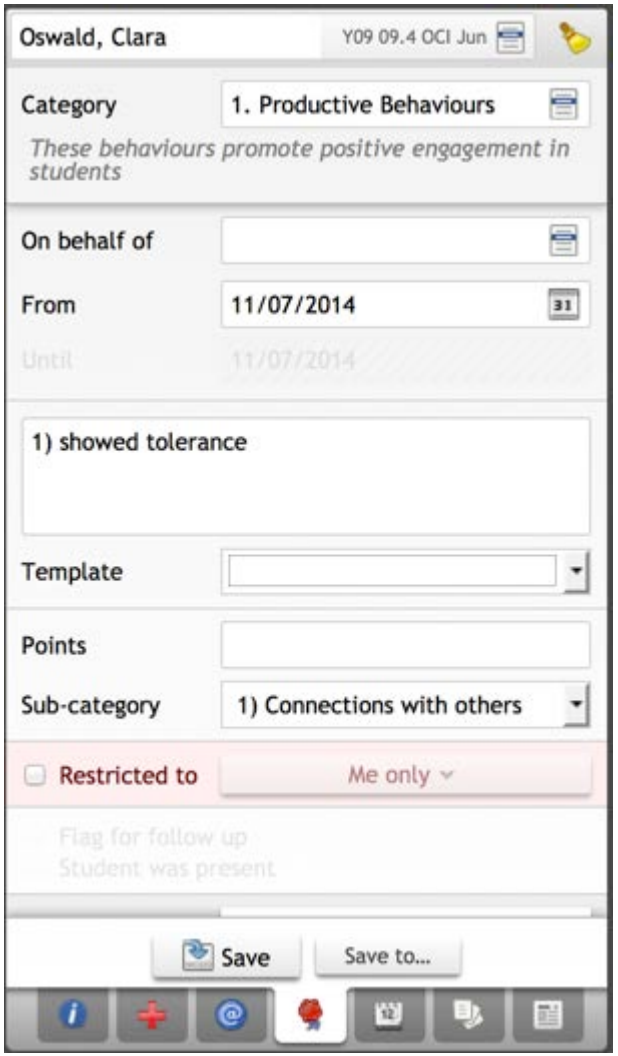




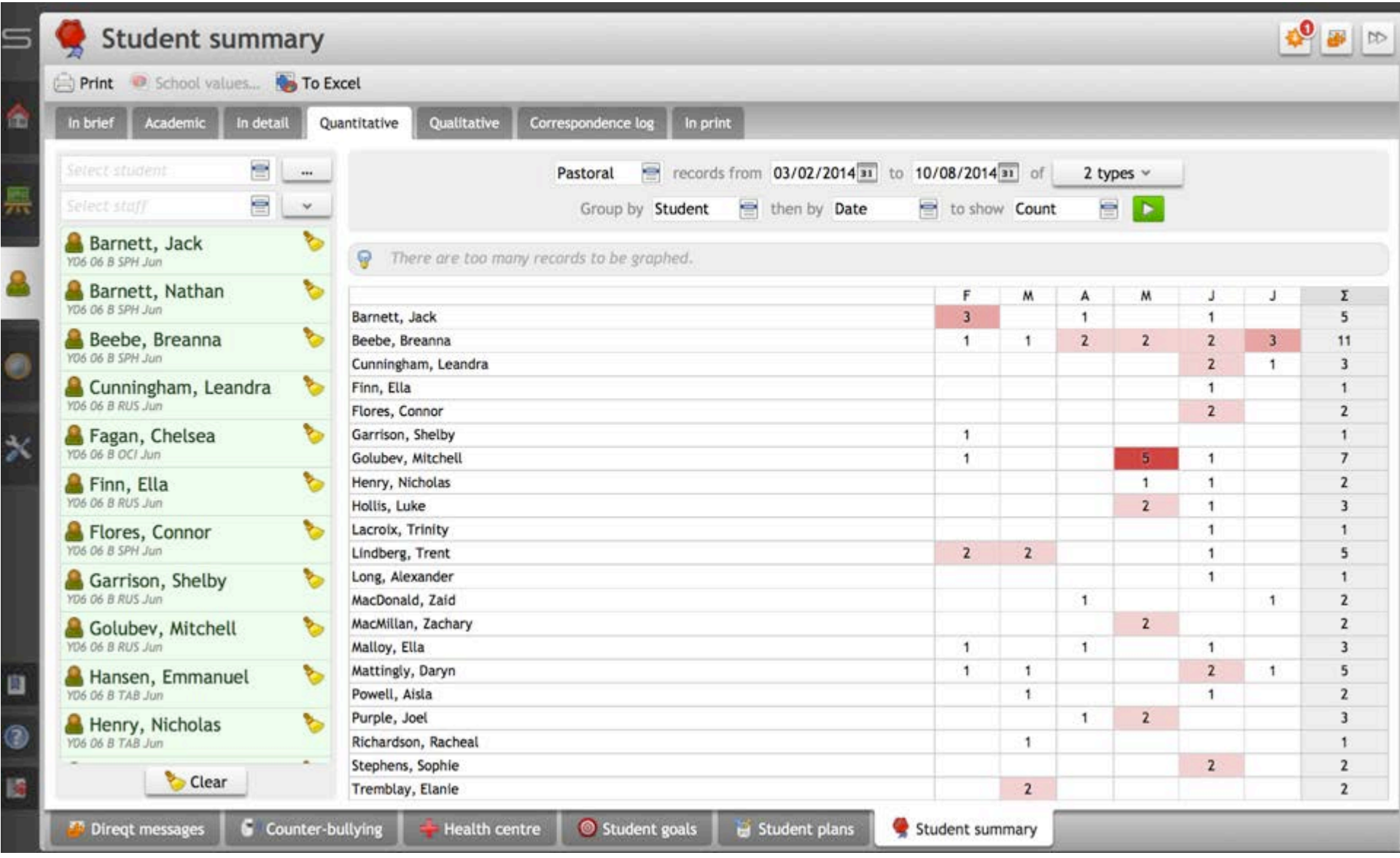
Productive Behaviours



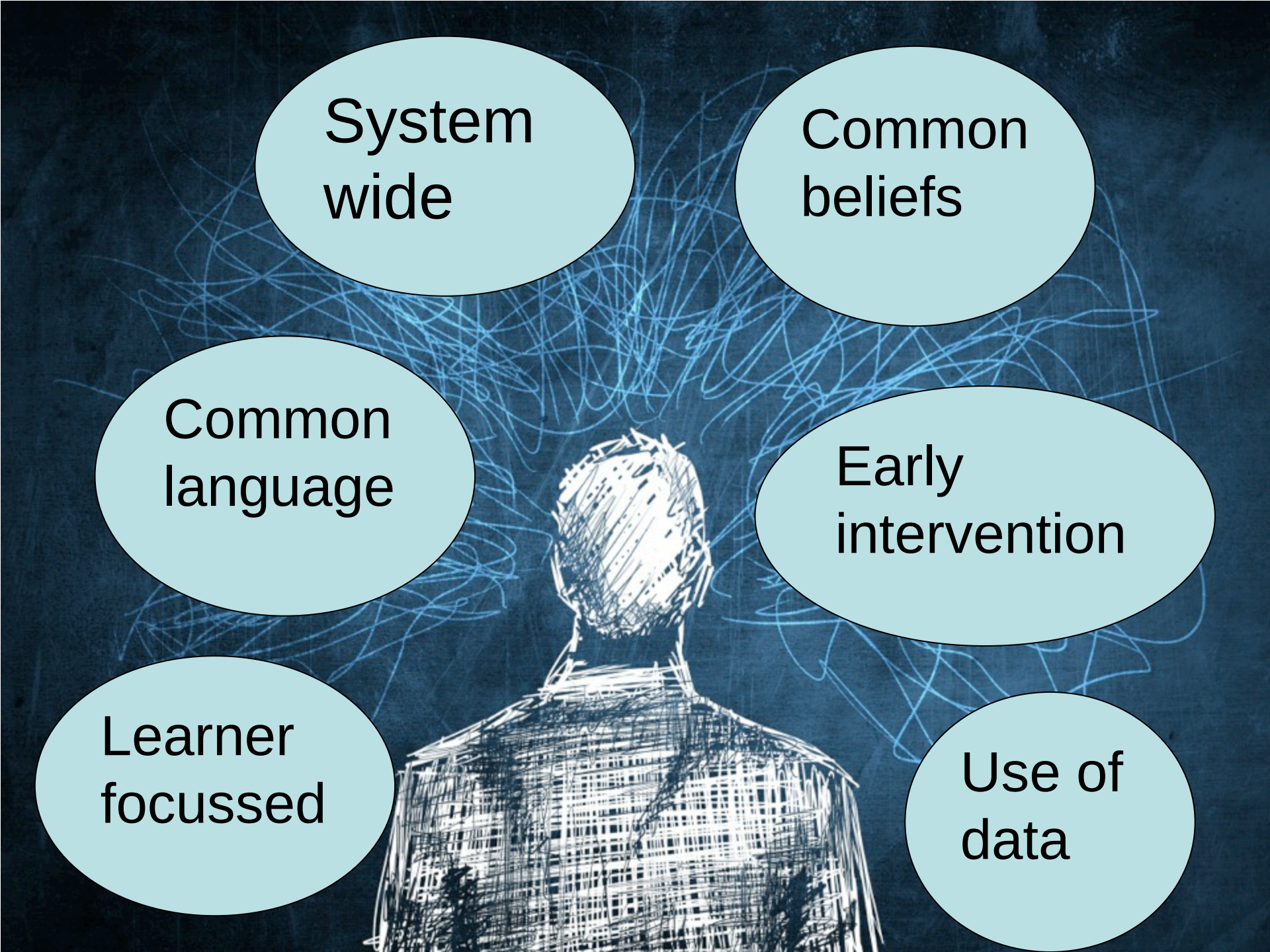




Data can be viewed by count over an extended time range



	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


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.

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