

St Mary's University
Research & Literature Summary

Title and Author

Behaviour for Learning – Ellis and Tod (2018)

Link: <https://doi.org/10.4324/9781315232256>

Summary

- Identifies three key relationships which contribute towards effective learning, which are relationship with self, relationship with others, and relationship with the curriculum;
- The first highlights the role that teachers play in promoting positive relationships with self through the learning environment they create and the way in which they interact with learners;
- The second explores how the intricacies of classroom relationships can impact a pupil's ability to behave in a way that is conducive to learning and how important it is for teachers to monitor this carefully to develop learners who are willing to participate in collaborative learning and the wider school community;
- The third is a consideration of all learning experiences children are exposed to and the importance of creating a dynamic relationship between the curriculum and child for learning to be accessible, desirable and positive;
- Teachers must consider the above when reflecting on behaviour for learning in their context and explore how they might best respond to children who do not demonstrate secure relationships in any of the above areas.

Key Considerations for Practice

- Behaviour is a form of communication and teachers must consider what pupil behaviour indicates about their individual ability to engage with all aspects of learning;
- Teachers need to consider different aspects of a pupil's experience at school (self, others, curriculum) to effectively promote behaviour for learning;
- Ongoing consideration of individual learners in a context is essential for creating an environment that is conducive to learning for all.

Prompts for Professional Dialogue and Reflection

- How has your understanding of the theory above developed your practice in promoting behaviour for learning?
- What evidence have you seen of this theory being applied in the classroom?
- What impact does this have on the children's learning?
- How will this impact future practice, including strategies that you plan to either use or avoid?
- Which learners benefit most from strategies to promote behaviour for learning and why do you think this is?
- How do you use pupil behaviour to inform your next steps as a teacher?
- Do you feel confident in interpreting what pupil behaviour is telling you and how to respond?
- What further action could you take to develop the promotion of behaviour for learning in your practice?