

## **Positive Climate for Learning: EPiC Strategies**

### **Scenario 1: Gender Labels**

- Make the effort and apologise when mistakes are made
- Check kamar for details
- Use names
- Don't divide the class into boys and girls for group work/seating plans/lining up
- Choose terms like: team, people, class, tutor class name. Avoid 'guys' or 'ladies and gentlemen'.
- Using 'they/them' on written reports as well as their name
- Ask students for their preference – be aware that parents may not be supportive
- Be open about your own preferred pronoun
- Use collective nouns: we/us

### **Scenario 2: Anxiety**

- Give them time to prepare before being asked to contribute in a lesson
- Build the students up with a few easy wins to start with
- Time to think about the question before cold-calling (remove name from cold-calling method until student is more confident)
- What if the student is so anxious that they don't want to come into class?
  - Settle the class into beginning work, have a quick chat to see how they are
  - Do they need to talk to someone (eg student support, dean?)
  - If it is a common occurrence, refer them to student support
  - Low stakes – eg if it's a speech or performance, they can do it with a smaller audience or just friends
- Breathing! Inhale – hold – exhale. Breathing exercises can help.
- Routines help – flag up when there will be a change
- Using team chat to ask a question or send an emoji
- Suggest they pair with a friend
- Break a task into small, manageable parts
- Ask what works for them
- Allow choice of seat
- Contact the counsellor for advice on a particular student, if they are not able to communicate the issue to you themselves

### **Scenario 3: Toxic Masculinity**

- Address it directly – this is not appropriate in 2023! Follow up with a private individual conversation/reminder if that does not work then have a quiet word outside, if it continues
- Major concerns should be flagged up the Deans
- Be very clear that it is not to be condoned
- "Throwing like a girl" – what, like Valerie Adams?
- Separate students, move them to the front
- Remind them of the class treaty/rules/expectations
- Need to be aware that this may be the norm in their household.
- Link to our school values

#### **Scenario 4: Attention seeking**

- Give them a maximum number of questions they can ask in a period
- Remind them that it's only fair to allow others to speak
- Move them away from people they may be reacting to
- A notebook or post-it board for writing their questions and allow time at the end of class or start of the next to go through them
- Lolly sticks for cold-calling plus reward for sticking to the system
- Assign the student a role in class – they may be bored or need to be active
- Reward the good
- Talk to them individually about your expectations
- Check kamar notes – could be ADHD. See Ange Whyte for appropriate strategies
- A visual aid for how students should behave during discussions or other class activities

#### **Scenario 5: Defiance**

- Talk with the student / class about the behaviour and remind them of the expectations
- It's usually better to talk with the student individually, out of the attention of the class
- Re-establish protocols and class practice (eg getting students to put phones on teacher's desk, they can collect them in the last five minutes of period and use them if they've been working well) Use a phone jail or pocket holder
- Temporary removal to another class if defiance is continual
- Teachers are in control of when phones can be used in class (eg for Kahoot) and when it is not.
- Phones in bags – not in pockets. This makes it more of a challenge for them to get the phone back out
- Have instructions/expectations clearly displayed in the classroom
- Refer to the Behaviour Triangle to indicate what happens if they continue to refuse to comply
- Ask the student to repeat back the instructions
- Focus on the behaviour, not the person

#### **Scenario 6: Lack of equipment**

- Keep their exercise books and knowledge books in class
- Have stationery to borrow – count it out and back in!
- Add reminders to Teams – what to bring next lesson
- Know your students – they might genuinely not have anything or lack organisation
- Teachers have a Resource Room budget – stock up on pens and pencils, notebooks and refill
- Remind students to collect laptops from the Library before period 1

#### **Scenario 7: Effective Use of Teacher Aides**

- Know who they are assigned to/what their role is. See Ange Whyte for clarification
- Share resources. Make them part of the Class Team. Provide the Knowledge Book for the unit.
- Take some time to discuss how you can best work with each other to help the students
- Check kamar for student notes/IELP
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