

Behaviour Management in FE and the skills sector

Friday, 1st July, 2016 at the University of Huddersfield

The 2014 Professional Standards expect teachers and trainers to “build positive and collaborative relationships” with their learners and “manage and promote positive learner behaviour” (Education and Training Foundation, 2014). This conference seeks to explore behaviour management by bringing together experts, researchers, teacher educators and teachers to consider this increasingly important topic from a number of perspectives. This one-day event will be of particular interest to senior managers with a responsibility for teaching and learning, teacher educators, CPD managers, teachers and trainers.

Draft Programme

Timing	Session
9.15	Registration and refreshments
10.00	Welcome - David Powell Director, The Education and Training Consortium
10.05	Paul Dix, Director of Pivotal Education Managing your own behaviour
11.20	Break
11.50	Sandra Rennie (SEQUALS) and Merv Lebor (Leeds City College). Behaviour management within initial teacher education courses for the further education and skills sector
12.20	Lunch
13.20	Professor Susan Wallace, Emeritus Professor of Education at Nottingham Trent University. Great Expectations: teacher and learner behaviour in FE.
14.05	Dan Taubman, UCU Towards a pro-active FE Behaviour Management Policy
14.50	‘Question Time’ panel will respond to audience questions on behaviour management.
15.30	Close with coffee to go.

Our speakers



Paul Dix, Director of Pivotal Education

Paul Dix is a speaker, author and describes himself as 'a notorious teacher wrangler'. He is CEO of Pivotal Education. As a teacher, leader and teacher educator Paul has been working with the most difficult behaviours in the most challenging colleges, referral units and FE for the last 25 years. Miraculously, Paul trained at Homerton College, Cambridge after countless attempts to sabotage his own education.

Paul has advised the Department for Education on Teacher Standards, given evidence to the Education Select Committee and done extensive work with the Ministry of Justice on Behaviour and Restraint in Youth Custody. He has five published titles on Behaviour and Assessment writes for Teach Primary Magazine and has over 250 published articles on behaviour. Paul won a National Training Award Winner for his work in helping a school transform in just 9 months.

In the last 12 months Paul has been leading the first wave of Pivotal Instructors trained in the Pivotal Curriculum. He is currently leading a Behaviour project across 90 schools in Caerphilly and co-hosting the Pivotal Podcast providing free training to over 100,000 teachers worldwide every week. If you don't recognise his voice you may have seen Paul's face on many of the Pivotal training videos.

In his 'spare time' Paul is Chair of the Board of Directors of the TBAP Trust (Tri Borough Alternative Provision) the UK's first Multi Academy Trust for Alternative Provision and AP. The Trust is based in London and has schools in Kensington and Chelsea, Westminster, Hammersmith and Fulham, Cambridge and Haringey.

Title: Managing your own behaviour

The only thing teachers have absolute control over is their own behaviour. Paul will show you how to use your own behaviour to directly and positively influence your learners. He will show you the importance of emotionally resilient adults and the incredible model they can create. Paul will demonstrate the power of pure consistency and teach you how it is culture, not strategy that will deliver the changes you need.



Merv Lebor, Teacher Educator at Leeds City College

Biography

Merv Lebor has been teaching in Further and Higher Education for the last 35 years, working with students from Entry up to Masters' level. He has faced many challenging classes, survived and written over 40 articles in the Times Education Supplement, Education Guardian and various journals, 10 of which are on 'difficult' student behaviours. Previously he has written about what students, teachers and managers say on this issue.

Currently he's exploring teacher educators' and trainees' approaches towards being confronted by disruptive students. He looks forward to sharing the findings of the research project with you.



Sandra Rennie, SEQUALS

Biography

Sandra is a consultant, teacher educator and independent training provider who specialises in education and equality and diversity. She has over 20 years' experience as a lecturer and a manager in adult education and further education Colleges. A qualified Post-16 teacher who has taught on the Award in Education and Training and Certificate in Education and Training courses over a number of years, she has a Masters' degree in Social Studies and holds quality assurance qualifications. As well as teaching, Sandra carries out research and provides consultancy for further education and higher education organisations.

Title: Behaviour management and initial teacher education for the further education and skills sector

The Education and Training Consortium has commissioned a piece of research to investigate behaviour management within further education/lifelong learning initial teacher education (ITE) courses at Level 5 and above. The research aimed to do four things:

1. Listen to trainees' voices about the behaviour management issues they face in their teaching and what support they need to confidently deal with them;
2. Learn more about how teacher educators prepare their trainees for the behaviour management issues they may face in their classes;
3. Develop a support package for trainee teachers to help them with the behaviour management issues they face
4. Disseminate the findings to the sector.

This paper will disseminate the findings from the research and discuss the implications in terms of FE ITE, the 2014 Professional Standards and the continuous professional development needs of trainees once they have completed their course.



Professor Susan Wallace, Emeritus Professor of Education at Nottingham Trent University

Biography

Susan Wallace is Emeritus Professor of Education at Nottingham Trent University where she has been involved for many years in the professional development of teachers for the FE sector. She herself taught in

the sector for ten years, and has also worked in an advisory role for local government. Her particular interest is in the motivation and behaviour of 14 - 19 learners, and she is author of a number of books for teachers.

Title: Great Expectations: teacher and learner behaviour in FE.

Susan will discuss the most common disengaged behaviours reported by FE teachers; provide explanations/theories FE teachers offer for these levels of disengagement; highlight strategies reported by teachers as most successful in encouraging engagement and appropriate behaviour; share what learners have to say about their reasons for entering FE and their experience of the sector; explore how disenchantment correlates with disengaged behaviour, and conclude by suggesting how might institutions and professional practitioners address these issues?



Dan Taubman MBE, UCU

Biography

Dan Taubman is a visiting research associate at the Post 14 Centre at the Institute of Education where he is undertaking work for ETUCE, the confederation of European Education Unions. At the end of 2013 he retired after 20 years as the NATFHE/UCU Senior National Education Official for further education, skills and lifelong learning. Before this Dan had worked in inner London adult and community learning, starting as one of the first outreach workers and finishing in 1991 as Southwark Adult Education Vice-Principal.

Within NATFHE/UCU Dan's responsibilities included policy formulation and advice across the fields of further, adult and prison education. His particular areas of expertise are in curriculum and qualifications reform, the government of further education, the funding of further and adult education and staff professional development. From September 2004 to March 2006 he was on a one-day-a-week secondment with the Raising Standards in FE Unit. He was involved in the creation of the Education and Training Foundation and was awarded an MBE in summer 2009 for services to further and adult education.

Title: Towards a pro-active FE Behaviour Management Policy

This presentation is based on the results of UCU's Whole College Behaviour Management project, an LSIS funded piece of work that sought to create a pro-active behaviour management policy for FE providers that would look beyond behaviour management policies that focused on the deterrence of poor behaviour.

This Project ran from 2011 to 2013. It examined and analysed existing college policies. It made visits to a number of FE colleges to look in depth at the college's approach to behaviour management and interviewed staff in the college. The Project surveyed UCU FE members as to their attitudes to behaviour management and then proposed a draft college behaviour management policy. This was much more of a process in creating a policy than setting out a specific policy. Finally, the Project created a training course to introduce and implement a pro-active behaviour policy. The Project's aim was that the resultant policy and training programme would become part of the menu of LSIS activities that would support colleges. LSIS was abolished before this could happen. The presentation will attempt to describe the various stages and results of Project and what this might mean for learners, teaching staff and managers of FE colleges.

Costs and how to book

Consortium partner colleges can book from Monday 7th March

The conference is free to teacher educators, teachers, current trainees and former trainees (who completed the course in July 2015) from Consortium partner colleges and we have emailed the booking link to all those eligible to attend. If you haven't received this email please contact David Powell.

Teachers, teacher educators and trainees from non-Consortium colleges and HUDCETT members can book from Monday 7th March

A fee of £100 per person is payable to attend this conference. We use the University's on-line store for all our conferences. This is a secure system and requires you to register before you can complete the booking. The booking process should take no more than 5 minutes to complete. Please use the following link

http://www.store.hud.ac.uk/browse/extra_info.asp?compid=1&modid=1&prodid=4926

to book and pay the £100 fee for your place. You will automatically receive a confirmation email upon completion of your booking and the joining instructions for the Conference will be sent out to all attendees about a week before hand.

Enquiries about the conference and queries about your booking

Any enquiries about the conference or questions about bookings should be directed to etc@hud.ac.uk