

NE700 Managing behaviour for learning

Effective online CPD and reflection grid example

This quick guide provides you with some practical advice for learning online, to get the most out of this online course for your professional development.

1. Set clear development goals

At the start of the course you should think about your current practice and where you may wish to develop. Set a clear and achievable development goal, both **for yourself**, and if you are working as a group, **for your team or department**.

2. Allocate some time each week

Our online courses can be taken **flexibly** around your work and at **your own pace**. Many activities can be completed in short periods of time, using a mobile device. However, it is worth allocating an hour or so of **dedicated study time** each week. This will give you the chance to focus your thinking, engage with other learners and pause to reflect on your practice.

3. Work with colleagues online and offline

Throughout the course there are many opportunities to **share practice** and **challenge ideas** with other learners. Learning with your colleagues both online and offline will help you discuss the relevance of new ideas to **your own context**, support your reflective practice and help you adopt a team or department approach to teaching and learning. You can use the **follow** functionality when taking the course together to keep track of each other's comments.

4. Contribute to the course

By writing comments and contributing to discussions, you will think more deeply about the ideas and opportunities for your practice. Throughout, we encourage you to **try out new approaches** and to report back on your successes and ideas for improvement. Each time you post, consider how you can: offer **your understanding**; pose **questions** to the group; **respond** to others' contributions; provide **support**; share **your experiences**.

5. Keep a record of your learning

Use the self-audit tasks, comments in discussions and weekly reflection grids (example below) as a record of your learning. These will be useful for reference in performance reviews and for setting new development goals in the future.

Reflection grid example

<p>Successes</p> <p><i>Welcoming the children at the door has really paid off. Starting the lesson by smiling at everyone (even those that I really dread teaching) seems to change the atmosphere right from the off. Even M was too surprised to scowl at me and said 'bye Miss' at the end of the lesson!</i></p>	<p>Problems</p> <p><i>I am finding it hard to stay positive when some of my colleagues say negative things about some of the children. I feel like joining in because I find them very challenging, but I think that this just makes things worse!</i></p>
<p>Eureka moments</p> <p><i>I always thought of them as 'My bottom set' and dreaded teaching them. Instead I have started to think of them as thirty people who maybe have a good reason to feel upset at a system that only notices what they can't do! This change in my attitude has had almost as much effect on their behaviour as all of the other strategies!</i></p>	<p>Questions</p> <p><i>How can I keep this up all of the time? By Thursday my mask slips and I don't smile as much as on Monday morning. I realise that I am less positive in the way that I deal with incidents when I am tired.</i></p>

Changes I have made to my teaching practice this week

Welcoming at the door, starting and finishing the lesson by building a relationship.

Aspects of the course I have discussed with colleagues this week

How my attitudes about my classes affect their behaviour – trying to encourage more positive talk with colleagues.

You can [download a blank copy of the reflection grid](#) to complete each week.