Action
Research

Improving Our Classrooms through Class Based Practitioner   **Enquiry**

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Scottish EEF Toolkit Strand	**Cooperative learning:** A collaborative (or cooperative) learning approach involves learners working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Learners in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. **Self- Regulation:** Self-regulated learning can be broken into three essential components: - cognition - the mental process involved in knowing, understanding, and learning; - metacognition - often defined as 'learning to learn'; and - motivation - willingness to engage our metacognitive and cognitive skills. Three broad categories of SEL interventions can be identified: - universal programmes which generally take place in the classroom; - more specialised programmes which are targeted at students with particular social or emotional needs; - and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning
Area of focus for enquiry	**Developing Social Skills and Personal Values** **Using Emotional Regulation and attunement strategies.**
Methodology	• **Co Operative Learning Social Skills** • **8 Principles of Emotional Literacy** ✓ Principle 1 ACTIONS-"*I am in control of and responsible for my actions*" ✓ Principle 2 FEELINGS-"*No one else can control my feelings*" ✓ Principle 7 Change is Possible- (including changes in ourselves) **6 Principles of Nurture: 2 FOCUSED PRINCIPLES** **Focused mainly on two (2017_2018 continued)** • **Learning is understood developmentally**

	Understanding the social demographic of St Mungo's Academy. A lot of young people experience/experiencing stress and trauma. This has effected brain development, ability to socialise, empathise and interact fully with others. Pupils can be distant, cold, or overly needy. Unorganised and not confident.
	• **<u>Classroom offers a safe base</u>**
	Stimulating but supportive. Using attuned comments that are conducive to inclusion and can be easily differentiated based on outcome. It is up to class teacher to ensure approach and reactions and responses are sensitive, impactful and supportive to the emotional and cognitive wellbeing of the young people.
Success Measures	I will be successful if I create a more positive, loving and warm classroom environment that is focused on resorting relationships and behaviours rather than punitive responses to behaviour that is attention needing.
	- Increase engagement in classwork
	- Less class behaviour intervention
	- Less demerits and referrals
	- Less input from FH and DHT
	- Internal classroom reflection time in a safe and supportive environment
	- Departmental reflection time as a consequence for negative behaviours that purposefully aimed at not showing knowing respect to others
Gathering and Analysing Data	OBSERVATIONS AND RELATIONSHIPS
	- More engagement in classwork
	- Improved awareness of how to speak to each other and use correct language (not slang or cursing)
	- Consideration that it is not just what we learn it is how we learn.
	- I would say that the classes that I don't share and have had consistently 2 periods a week (S1) the relationships have GREATLY improved using social and value targets.
	- Merits outweigh demerits/referrals
Evaluation of results	I am continuing to measure the impact of these social targets. I have found it very difficult this year as there have been disruptions to the consistency of my timetable due to staff absence.
Reporting of results	I will be reporting my observations and experiences at a sharing event at Inset day 5.