



WELCOME

Framework for Intervention

Chris Wright

and

Amanda Daniels



AIMS OF THE SESSION

- **To describe the B.Co role**
- **To demonstrate a solution focused conversation**
- **To discuss “Labelling”**
- **To consider what makes a “good” teacher**
- **To share experience from Birmingham**



THE ROLE OF B.CO

- **Not a pastoral or disciplinarian role**
- **Must be a good communicator**
- **Must be respected and have access to SMT**



SOLUTION FOCUSED CONVERSATIONS

- **A way of structuring conversations so that they focus on solutions rather than problems.**
- **Techniques include finding exceptions and scaling.**



LABELLING – WHAT’S THE PROBLEM?

- **Labelling is necessary because we cannot store and use information without categorising – it simplifies.**
- **Labelling seemingly makes situations more predictable and manageable.**
- **Labelling allows people to place the problem (and the solution) elsewhere.**



LABELLING – WHAT’S THE PROBLEM?

- **Labelling leads to false assumptions about the actual behaviour & motivation.**
- **Labelling is often a self fulfilling prophecy because it unwittingly encourages the expected behaviour (e.g. “Pygmalion in the classroom”).**



TEACHER – PUPIL RELATIONSHIPS

- **Good relationships have a critical impact on learning, behaviour and attendance.**
- **Research has found that pupils of different ages and backgrounds identify similar characteristics for teachers with whom they have a good relationship**

BIRMINGHAM CONTEXT

Total number of schools – 461

of which Secondary (11 – 18) years) = 78

Primary (4 – 11 years) = 322

Nursery (3 – 4 years) = 25

Special = 36

Typical school day – 8.45 – 3.15 with 50 mins – 1 hour for lunch

Average class size – 30 pupils



FRAMEWORK IN BIRMINGHAM

- **Introduced to about 70% of schools**
- **Also used in Early Years (6 months – 3 years)**
- **Further Education version in development (16 – 19 years)**



QUESTIONS

