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## 5 Managing the classroom for learning

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### By the end of this chapter you should have:

- further considered **why** classroom management and effective learning are inextricably linked;
- critically evaluated **what** constitutes classroom management, including an emphasis on managing the other adults in your classroom;
- analysed **how** your own developing pedagogy and educational values provide a foundation from which you can consider how to manage the learning in your classroom.

### Linking your learning

- Jacques, K and Hyland, R (2003) *Achieving QTS. Professional studies: primary phase*, Chapter 6. Exeter: Learning Matters.

### Professional Standards for QTS

3.3.1, 3.3.3, 3.3.7, 3.3.8

## Introduction

Waterson's chapter in Jacques and Hyland (2003) is successful in drawing attention to the practical manifestations of different philosophies of learning, and to how these are visible in the ways teachers organise and manage the learning in their classrooms. This chapter will take your knowledge and understanding forward, by considering how contemporary development theories discussed in the previous chapter need to be influential, in the light of current government policy and legislation. A particular emphasis will be placed on Workforce Reform developments (WAMG, 2003) and the OFSTED (2003a, 2003b) inspection framework for primary schools.

The previous chapter highlighted the importance of children feeling safe and secure in order for effective learning to take place. Within such an environment they can successfully be supported in taking risks and developing resilience. The classroom management and organisation implications of these basic requirements are explored further.

For learning to be effective, children need to be able to construct and own the knowledge they are creating. This necessitates a classroom that is active and participative so that learning can be celebrated as *understanding things differently – not just remembering more information* (Jessel, 2000, p4). The management style and resulting methods of organisation you adopt need to allow the children to construct their own meanings and, in so doing, to have space for active engagement and risk-taking.

As you work through this chapter, it will be useful to reflect on the following two questions.

1. What opportunities do new government initiatives open up for more constructive approaches in the classroom?
2. How far can the management style employed in the classroom support the development of resilience?

## Why?

Before you read the following extract, read:

- Hughes, P (2000) *Principles of primary education study guide* (2nd edition), 'Classroom organisation and management: the effective teacher'. London: David Fulton.

This chapter provides a practical overview of the key considerations.

**Extract: Laslett, R and Smith, C (2002) 'Four rules of class management', in Pollard, A (ed) (2002) *Readings for Reflective Teaching*, pp218–21 (Reading 11.4). London: Continuum.**

The skills of successful classroom management can be reduced to 'four rules', attention to which should enable all teachers to improve efficiency and harmony in their classrooms.

### **Rule one: get them in**

The first rule requires attention to planning the start of each lesson. The process of beginning a lesson smoothly and promptly involves greeting, seating and starting.

*Greeting* Simply by being present before the class arrives, the teacher establishes his role as host, receiving the class on his territory and, by implication, on his terms (Marland, 1975). Apart from the vital practical advantage of being able to check that the room is tidy, materials are available, displays are arranged and necessary instructions or examples are written on the blackboard, being there first allows the teacher to underline quietly his authority by deciding when the class comes into the room.

*Seating* Just how seating is arranged must depend on the type of lesson to be taught, and the type of classroom furniture. Whether using traditional serried ranks of desks or less formal group tables, each teacher needs to establish who sits where.

*Starting* Every lesson should start with some activity that keeps each child quietly occupied in his own place. What type of activity depends very much on the age and ability of the child and the nature of the lesson. Ideally, the work should involve reinforcement of previously acquired skills, particularly those required for the lesson which is about to be taught. Establishing a routine will require setting specific tasks and providing detailed verbal and written instruction. Having settled the class to work in this way, the temptation to leave them at it must be avoided.

### **Rule two: get them out**

However, before considering the content of the lesson, the second rule which needs to be mastered is how to conclude the lesson and dismiss the class. If this seems a strange

order of priorities, it is worth remembering that if most disciplinary problems arise from a poor start to the lesson, hard-won control is most frequently lost and learning wasted at the end of lessons.

*Concluding* Learning that has taken place during a lesson can often be wasted if an opportunity is not taken to reinforce what has been taught by a summary and brief question session. It is no use trying to do that over the heads of children who are still working or who are busy collecting exercise books. So at three minutes before the presumed end of the lesson, 'as precisely as that' (Marland, 1975), or at whatever time is judged necessary, work should stop, leaving an opportunity for the collection of materials, putting books away and some revision and recapitulation of the lesson.

*Dismissing* Once the bell does go, there is need for an established, orderly routine which ensures that the class gets beyond the door without the teacher having to spend time clearing debris from the floor or readjusting the lines of desks. If this can be done without recourse to sending out one section or row at a time, such informality is welcome. Traditional verbal prompting, 'arms folded, sitting up straight', may still have its place, however.

It is also important to remember that classes are never just leaving one place, they are going on to another. Children need to be cued in to their next activity.

**Rule three: get on with it**

'It' refers to the lesson itself – its content, manner and organization. Momentum is the key to determining the content of a lesson, its variety and pace.

*Content* Variety is needed within a lesson to maintain interest, curiosity and motivation. Activities planned for the start and finish, as suggested above, will go some way towards achieving these aims. However, there is also a need to plan for some variety within the main body of the lesson. Alternating preferred activities with more boring ones, mixing familiar work with new learning, and balancing quiet individual work with more active group tasks can all help keep a lesson moving (Sloane, 1976). It is essential, however, that variety should not become confusion. Each activity should be clearly specified and the teacher's expectations clarified so that each child knows what he should be doing and when he should be doing it.

Pace is also helped by breaking up a topic into several smaller units of learning. It can also help to have as a target the intention that every child should have something finished, something marked in every lesson. Though often unattainable, such an aim does direct attention to the importance of immediate feedback and reinforcement in helping children to learn (Stott, 1978).

The momentum or flow of classroom industry is of great importance to discipline, as interruptions lead to loss of energy and interest on the part of pupils and teachers (Tanner, 1978; Rutter *et al.*, 1979).

*Manner* Classroom atmosphere is a term frequently used, but rarely analysed. Here again, however, what might at first be thought to result from 'personality' can be

described as a series of skills. Similarly, positive interaction between teacher and class can be traced to the way in which they communicate with each other. The skills involved in creating a good classroom atmosphere are really a series of mechanisms to regulate what goes on in the classroom.

Behaviour does seem to be better and atmosphere brighter where ample praise is used in teaching (Hopkins and Conrad, 1976). Praise needs to be natural and sincere and should never become dull and routine. It is a good idea to try to think of at least six synonyms for 'good' and to use them appropriately. 'Great', 'superb', 'fine', 'splendid', 'remarkable' are some examples, or use more colloquial expressions such as 'ace', 'knockout' or 'cracker', if they come naturally. Similarly, 'nice' is a word so often used, when children would surely be more stimulated to know that their work was 'delightful', 'imaginative', 'beautiful', 'interesting', 'original' or 'fascinating'.

The way the teacher talks to the class reflects his attitude to them not only in what is said, but how it is said. Facial expression and tone of voice are as important to communication as making sure that attention is gained, by getting the class to stop work and listen carefully to what has to be said. It follows that what has to be said should be clear, simple and important enough to merit stopping the lesson.

The old adage, 'quiet teacher, quiet class' contains good advice, but should be followed with some reservation; 'inaudible teacher, insufferable class' may also be true. Adequate volume is an essential to being understood and it may help if teachers assume that in any class there is very likely to be at least one child with some hearing loss.

Emphasizing the importance of using your eyes to communicate, is recommended by Marland (1975). Two or three sentences on a theme should be addressed to one child in one part of the room. As another idea is developed, the teacher shifts his gaze to another child in another part of the room, then focuses on a third for the next theme. This approach should help develop a 'feel' for what is going on in the different areas of the classroom. This is how to develop the traditional teacher's eyes in the back of the head.

*Organization* In any given subject, every class is a mixed-ability group. Whether dealing with high flyers or low achievers, teachers must allow for the fact that some children will work more rapidly and accurately than others. On the way to the ideal of individualizing educational programmes for all their pupils, teachers can start by splitting their class into groups. The amount and difficulty of work demanded from each group can then be related to their abilities in that particular subject. There are three ways of doing this – by rota, quota or branching.

Rota, as in rotation of crops, refers to groups moving round the classroom from one activity to another. The development of learning centres is essential to this approach. These are areas of the classroom using alcoves, bookshelves or simply tables arranged to provide an environment for the accomplishment of a particular instructional purpose (Lemlech, 1979). They can be used for the practice of particular skills, gathering further information, extending experience or for instructional recreation.

Quota, similarly requires the teacher to work out an appropriate amount of work to be completed during a session by each group. Each child has an assignment card or

booklets, which becomes a record of work completed as it is checked by the teacher. This system can be simply an extension of the rota system with individual requirements, such as reading to the teacher, handwriting or spelling practice being added.

Branching, involves starting all the class together on a particular activity, doing an exercise from the board or working together from a textbook, then, as this is completed, 'branching' groups into different activities or areas of the room. For the quicker workers, who are likely to finish the common activity first, there may need to be a number of further pieces of work.

#### **Rule four: get on with them**

The temptation to misbehave is lessened where teachers and children get on well together. Many of the points already mentioned will help build a good pupil-teacher relationship, based on skilful, confident teaching geared to children's specific needs (Wallace and Kauffman, 1978). To further develop mutual trust and respect, the teacher also needs to show an awareness of each child as an individual and a sensitivity to the mood of the class as a whole. The teacher needs to know who's who and what's going on.

*Who's who?* Once a child's name is known, discipline is immediately easier because requests or rebukes can be made more personal. Recognition also implies interest on the part of the teacher. It is easy to learn the names of the best and worst children, but less easy to remember those who do not attract attention to themselves. The attention is needed just as much, and sometimes more.

A daily chat, however brief, about something not connected with lessons can be a source of insight as well as a way of establishing rapport. It might be said that a chat a day, keeps trouble at bay! As with praise, personal interest must be natural and genuine, not merely assumed.

*What's going on?* Few classes of children are likely to be so purposefully malevolent as to set out on a planned campaign of disruption. Group misbehaviour is more likely to build up from a series of minor incidents. It is necessary therefore for teachers to acquire a sensitivity to group responses. 'The key to developing this talent lies in a combination of monitoring, marking and mobility' (Brophy and Evertson, 1976).

Frequently scanning the class, even while helping one individual should enable the teacher to spot the first signs of trouble quickly and intervene firmly but quietly. Often, merely moving to the area from which louder voices are indicating some distraction can refocus attention on the work in hand. The mild personal rebuke addressed to an individual can be far more productive than a formal public warning.

Marking work in progress is not only a good way of giving immediate feedback, it is also a natural form of contact. Rather than reprimanding the child who is not concentrating on this work, offering help and advice may be the best way to return his attention to the task in hand.

Mobility is needed to avoid teachers becoming desk-bound by queues waiting for attention, which can screen inactivity elsewhere in the classroom and themselves

become social gatherings and a potential source of noise and distraction. It is essential to develop a routine, which enables children to find help from each other if the teacher is occupied, or which provides them with alternative purposeful activities while waiting for advice or correction. This will free the teacher to move around the room, sharing his time and interest, adding all the time to his awareness of personalities and problems.

It is this combination of activities that enables the responsive teacher to judge correctly the times for serious endeavour or light-hearted amusement.

## Analysis

The article provides a clear and direct set of guidelines for beginning teachers, to help them focus on the key essentials of classroom management. The guidelines are based upon the view that order, clarity, pace and efficiency will allow the teacher to establish a relationship with the children. Statements concerning teachers' authority over their territory might lead one to assume that there is a traditional agenda operating in classrooms such as those advocated in this extract. It is perhaps difficult to hear the learner's voice in such classrooms.

Although Laslett and Smith appear in many ways to be advocating a teacher-led model they do place considerable emphasis upon the importance of a positive relationship between teacher and learner. Their practical strategies are worth noting, particularly the call for personal interest to be genuine. Kyriacou (1991, p10) takes this further by noting the importance of 'mutual respect and rapport'.

An overarching theme in this extract is the active nature of effective teaching and classroom management. Laslett and Smith (2002) point to a profession that demands that its members be physically (and emotionally) fit and not desk-bound. The classroom needs to be planned with the movement of all in mind. If learning is to be active, children need to be encouraged to problem-solve and, in so doing, to move around the room gathering resources and collaborating with fellow learners. The teacher is part of this activity and needs to be able to move to where learning is happening, to support, scaffold and assess the learning taking place. Hughes's work (2000) provides a useful insight for student teachers into factors they need to consider when establishing the classroom: active learning is encouraged, but it brings with it potential health and safety issues.

### **Practical implications and activities**

Hughes's (2002) list of safety considerations includes:

- avoid congestion in high traffic areas;
- make sure instructional support can be seen by everyone;
- make sure children are always visible;
- create individual space for children to store their personal belongings.

These have been selected because of their importance in supporting the management of an active learning environment.

Draw a plan of your last placement classroom, and reflect on the above points.

1. What recommendations for changes would you suggest in order to encourage active learning?
2. Was there room for a teacher's desk? If so, how was it used?
3. What does this tell you about the style of learning promoted in this classroom?

While this section focuses on the physical presentation of the classroom and associated safety considerations, it is also worth recalling the previous chapter. Children learn more effectively if they feel safe and secure and, although this must include physical safety, it is also about the extent to which they feel able to take conceptual risks through hypothesising and problem solving.

## What?

Before you read the following extract, read:

- Worton, C (2005) 'Classroom approaches and organisation', in English, E and Newton, L *Professional studies in the primary classroom*. London David Fulton.

**Extract: McNamara, S and Moreton, G (1997) *Understanding Differentiation*, pp77-79. London: David Fulton.**

### **Differentiation by classroom organisation**

In our model, 'differentiation by classroom organisation' means a set of structures that are designed to organise the children into working with each other and supporting each other. We have specified the structures which we have found to offer a clear focus on helping children to work together.

Most primary teachers use groupwork in their classrooms. Few primary teachers use the structures outlined in this chapter. As many researchers have found (Galton, 1980, and Bennet, 1976), if children are simply told to make groups of four, given a collaborative task and then left to get on with it, they will either be unable to do the task because they fall out with each other or they will get the task done and some members of the group will have contributed very little. The reason why some members contribute very little is that showing what you know in front of a group can be very risky. You risk failing and being made fun of.

The framework below outlines the different types of risk that face children in the classroom. Different tasks create different levels of risk.

1. High ambiguity – low risk; example, complex maths problem in apprenticeship situation.
2. Low ambiguity – high risk; example, small construction toy, only one way to put it together carried out in a group which itself is being watched.
3. High ambiguity – high risk; example, discussion on controversial issue in large group, teacher present.

4. Low ambiguity – low risk; example, simple maths addition, conforms to rules, carried out routinely.

There are some learning situations where the risk is to do with speaking out in front of other people although the task is fairly straightforward e.g. 'yes' or 'no' answers. There are other situations where the task is risky because there is no right answer, e.g. discussion or research. Unless teachers are aware of this they can set a task where both the content and the performing of the task carry a high risk, e.g. role play of an historical situation which requires children to act in front of others whilst dealing with newly acquired factual knowledge. The children have to acquire the confidence and skill to deal with such high risk situations but they need to do so step by step through skills training and confidence building structures.

The structures we recommend in this chapter offer low risk to children in the learning situation whilst enabling the teacher to deliver the same curriculum strand to all the children at the same time. This enables the teacher to have a clear map of the content covered by a whole class while at the same time giving access to the content to all of the children. Through their observations of children the authors recognise that speaking out in front of the whole class is the most risky thing for learners to do when the result could be humiliation. However, participation in a whole class learning experience is one of the most affirming and motivating experiences as it results in personal recognition and affiliation to the class group. This leads to cohesion and a class that is a pleasure to teach.

The structures offer the children the opportunity to practise being in the large group but with very low ambiguity and therefore gain experience and expertise in whole group participation. This will help them to cope with whole group, higher ambiguity situations. Alongside this whole group experience, small group work can give the necessary practice, skill development and confidence for children both to deal with the scary feelings of talking out in front of the whole class and to gain the support and benefits that small groups can provide. The benefits are the same as in pair work, i.e. independence as a learner, support through talk and valuing your achievements, but these benefits can be multiplied in small group work. It is our belief that the pair is the safest place and therefore small group work needs to be built up from pairs. This is done in several ways.

Pair work can go some way towards building confidence and reducing risk but it doesn't give any practice in performing in the larger arena. For some children being in a class of thirty is in fact a very high risk activity. The carousel provides the opportunity for the children to work with the whole class in a highly structured and safe manner as they are always in a pair. The children work with many others in the class but only have to work with one partner at any one time. The change of partners is highly structured and offers no risk to their self-esteem.

All children need to have the risk reduced when they are dealing with new knowledge or concepts that challenge their old knowledge. The structure of jigsawing was developed by Eliot Aronson (1978) to reduce the risk involved in research. In this structure children are able to find out information about small parts of a larger subject

thus sharing the responsibility whilst finding out new knowledge. The structure still allows all the children to learn and share in the whole subject whilst only being responsible for a smaller part.

Another structure used is snowballing. This is when pairs join into fours and then into eights. This means that the risk involved in children sharing their current ideas and concepts is reduced. The result is that the risk of not getting a correct response is shared among the group. Figure 6.1 summarises three group structures: carousel, jigsaw and snowball.

- **Snowball** safe because it starts with pairs, information is 'collected' as pairs form a four
- **Jigsaw** reduce risk, share knowledge and find out knowledge from 'experts'
- **Carousel** explain and re-tell current understanding, conceptual understanding developed

Figure 6.1 Group structures for learning

Through these approaches we believe that children can gain access to the curriculum in a way that does not make them feel de-motivated as it gives all children an experience of success as learners and preserves their feelings of self-worth. By working this way we have found that it then becomes possible to use traditional differentiation methods such as ability groupings on some occasions without children suffering the labelling, drop in self-esteem and de-motivation which are common results of long term setting of children.

## Analysis

When considering classroom management, one of the key decisions to be made concerns how to organise the children for the learning. Is the focus going to be on whole-class, group or individual work? Is there going to be a mixture of arrangements, and if so, what are the criteria by which the children are to be grouped? Pollard (2005), drawing on a range of research, has highlighted a number of ways of grouping, by:

- task groups;
- teaching groups;
- seating groups;
- collaborative groups;
- age groups;
- attainment groups;
- interest groups;
- friendship groups.

McNamara and Moreton (1997) explore the notion of progressive versus traditional teaching organisation. They suggest that mixed ability grouping is indicative of progressive teaching styles, whereas grouping or streaming by ability suggests a more traditional philosophy.

Whichever method of grouping is employed, McNamara and Moreton suggest that teachers give considerable attention to the *risk* element for the children who are participating. As they indicate above, there are a number of types of risk that may be faced by children working in a group situation.

### **Practical implications and activities**

From your own experience of observing or teaching, can you recall activities that were:

- high ambiguity – low risk?
  - low ambiguity – high risk?
  - high ambiguity – high risk?
  - low ambiguity – low risk?
1. Which children were able to succeed in the different contexts?
  2. How could you have changed the activity or the grouping to allow more children to participate?

Current government initiatives to reform the education workforce (DfES, 2004b) will necessarily involve more adults working with classes and groups of children in the classroom. This will provide teachers with new opportunities to review the organisational strategies that they employ. On the one hand, one might argue that the increased number of adults will mean a greater number of high risk activities are possible without compromising children's perception of security. However, it will be essential that shared values, understandings and messages are consistently conveyed by all adults to prevent children from experiencing anxiety and confusion. Consequently, it will be important that teachers work, and share ownership of the planning of the learning, with support staff.

## **How?**

Before you read the following extract, read:

- WAMG (2003) *Guidance for Schools on Cover Supervision*.  
Available at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

This short article provides an overview of how schools might implement the Workforce Reform policy to allow teachers guaranteed non-contact time during the school day.

**Extract: Hayes, D (2004) 3rd edition, *Foundations of Primary Teaching*, pp191–93.  
London: David Fulton.**

### **Managing learning**

*Forms of management*

It is imprudent to think that because the classroom organisation has been carried out efficiently in advance of the lesson, everything will proceed without a hitch. The best teachers not only organise but ensure that they manage classroom affairs (monitoring,

intervening, guiding, assessing) so as to ensure the most favourable conditions for learning. The concept of effective management is now strongly rooted in classroom practice and poor management is likely to result in weaker teaching and underachievement.

Management is derived from the root 'manage', a word we use in a variety of expressions that emphasise a successful outcome. Examples of how the word is used include:

- 'I managed to get there on time.' That is, I succeeded in meeting the deadline.
- 'She managed the final question.' That is, that she had sufficient knowledge to ensure success.
- 'He managed to control the class.' That is, he had the ability to cope successfully.

The use of such expressions points to three different aspects of management that teachers need to take into account: (a) time management; (b) information management; (c) human management. For example, in the expressions noted above, there are underlying assumptions about each of the three forms of management:

- That the person has taken responsibility to meet the deadline (time management)
- That the person needed to be sufficiently well informed to meet a requirement (information management)
- That the person coped with the challenges presented by a class of children (human management).

The significance of these three elements for teachers, who need to meet deadlines (such as finishing lessons on time), be well informed (in particular, to have good subject knowledge) and cope with pupils (establishing and maintaining order) is considerable. A summary of the practical implications helps to underline these points.

- *Time management.* Good time management establishes a framework for working, both within individual lessons and across a whole day. It allows for the quirks of classroom life, accommodates the unexpected and ensures that time is used appropriately. This does not mean that every moment is accounted for in the planning process or that pupils have to keep their 'noses to the grindstone' but rather that time is utilised purposefully and effectively. More information about time management can be found below.
- *Information management.* Good information management ensures that the teacher has a high level of subject knowledge and knows how to access additional sources as required. Teachers who are good at managing information will have the confidence to share ideas with pupils, show interest in their discoveries, monitor their understanding and encourage them to find out more.
- *Human management.* This involves finding ways of relating effectively to pupils and assistants, and engaging them in the teaching and learning process. Human management is facilitated by clarifying boundaries of behaviour for pupils, using stimulating teaching approaches and presenting ideas in a comprehensible form. Good human managers respect pupils' genuine concerns and make allowances for their failings. The learning environment is characterised by a sense of wellbeing, mutual respect, high expectation and undisguised celebration of progress.

Organisation and management are mutually dependent for successful teaching and learning. A good organiser and poor manager promises much and delivers little. A poor organiser and good manager make the most of the situation despite the low level preparation. A good organiser and a good manager not only promise much in advance but make the fullest use of teaching opportunities for the benefit of every pupil.

## Analysis

Hayes' discussions stress that managing a class is a multidimensional process that extends beyond a popular conception of classroom management that focuses on behaviour and resources.

### Personal response and reflection

Using Hayes's subheadings below, rate yourself out of ten for management in your own personal life:

- time management;
- information management;
- human management.

Are these gradings reflected in your work in the classroom?

It is interesting to explore the links between your own personal management and how this transfers into your work in schools. Hayes notes that a teacher who is managing effectively will be confident and interested, showing concern for well-being and a genuine respect for the children they are teaching. The *Framework for Inspecting Schools* (OFSTED, 2003b) encourages the inspectors to assess the extent to which teachers:

- plan effectively;
- interest, encourage and engage pupils;
- use methods and resources that enable pupils to learn effectively;
- make effective use of time;
- promote equality of opportunity.

While it is easy to see the link between these selected criteria and classroom management, there is no mention of the need to develop an ethos where children feel positively valued and the teacher is demonstrating respect and genuine interest in the children as learners. Perhaps the greatest mismatch is that OFSTED does not seem to acknowledge the importance of a safe, but risk-taking environment, where children can develop resilience as learners. The emphasis, as presented in the inspection framework, is on output from the learners, and lacks a focus on processes of learning.

A key area of resonance in all classroom management texts and OFSTED documentation is the importance of managing the additional adults who may be working alongside the teacher. Historically, additional adults in the room may have been viewed as the teacher's 'spare pair of hands', unless they had specific expertise in supporting individual children with identified needs. It is becoming more and more usual to see other expert adults working alongside the teacher, and this increases in areas such as

primary modern foreign languages, music and physical education. Kendall (2000) stresses the importance for student teachers of being clear about the various roles and responsibilities of those additional adults they will be working with in schools. As the workforce in schools expands, this must remain a priority for staff development.

The *Guidance for Schools on Cover Supervision*, issued by the Workforce Agreement Monitoring Group (WAMG, 2003) and supported by the DfES and most relevant trade unions, is designed to give some support to schools as they move towards the workforce reform that will provide guaranteed release time for primary school teachers. The guidance makes it clear that *cover supervision occurs when there is no active teaching taking place* (WAMG, 2003, note 2). It seems contradictory to suggest that this can lead to effective learning, since it is important that learning is active, with an informed and immediate response to performance that can be used to inform future learning.

## Summary

This chapter has focused on issues that will be important as the primary school workforce changes to respond to the Workforce Reform agenda (DfES, 2003a) and the necessary remodelling that will be the consequence. Alongside this, the recently re-elected Labour government is pushing ahead with its policy for extended schools. This is largely an immediate response to *Every Child Matters* (DfES, 2003c) which makes provision for increased social and educational facilities for children. Part of this key legislation is to provide for an extended 8a.m.–6p.m. school day to offer greater levels of quality childcare provision. If successful, children will benefit from the five outcomes that are to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

One of the most immediate and visible impacts upon children will be that they will be working with a much greater range and number of adults on a day-to-day basis. A key theme of this chapter has been to stress the importance of shared values, understandings and methodologies for all adults working with a group of children. If *Every Child Matters* is to succeed and help all children achieve, stay safe and enjoy, it is vital that they can be active in their learning, take risks and develop ownership and resilience. The message for new and training teachers is that you must include all adults in the learning organisation and management of your classroom.

### Further reading

- Blandford, S (2005) *Remodelling schools*. London: Pearson.
- English, E and Newton, L (2005) *Professional studies in the primary school*. London: David Fulton.
- Herne, S, Jessel, J and Griffiths, J (2000) *Study to teach*. London: Routledge.