



CAMBRIDGE Transforming school culture through Behaviour for Learning



杭州狄邦文理学校

HANGZHOU DIPONT SCHOOL
OF ARTS AND SCIENCE

(原人大附中杭州学校)

Emmanuel N Barthalomew FCCT.
Director of School Improvement

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杭州狄邦文理学校
HANGZHOU DIPONT SCHOOL
OF ARTS AND SCIENCE
(原人大附中杭州学校)

ACADEMIC



PASTORAL

**CO-
CURRICULAR**



“When I was
your age, I
never told a
lie.”





Psychologically Safe Schools

Safe to Belong

The need to connect, being invited and to belong. A *nurturing community that promotes, confidence, resilience and independence.*

Safe to Learn

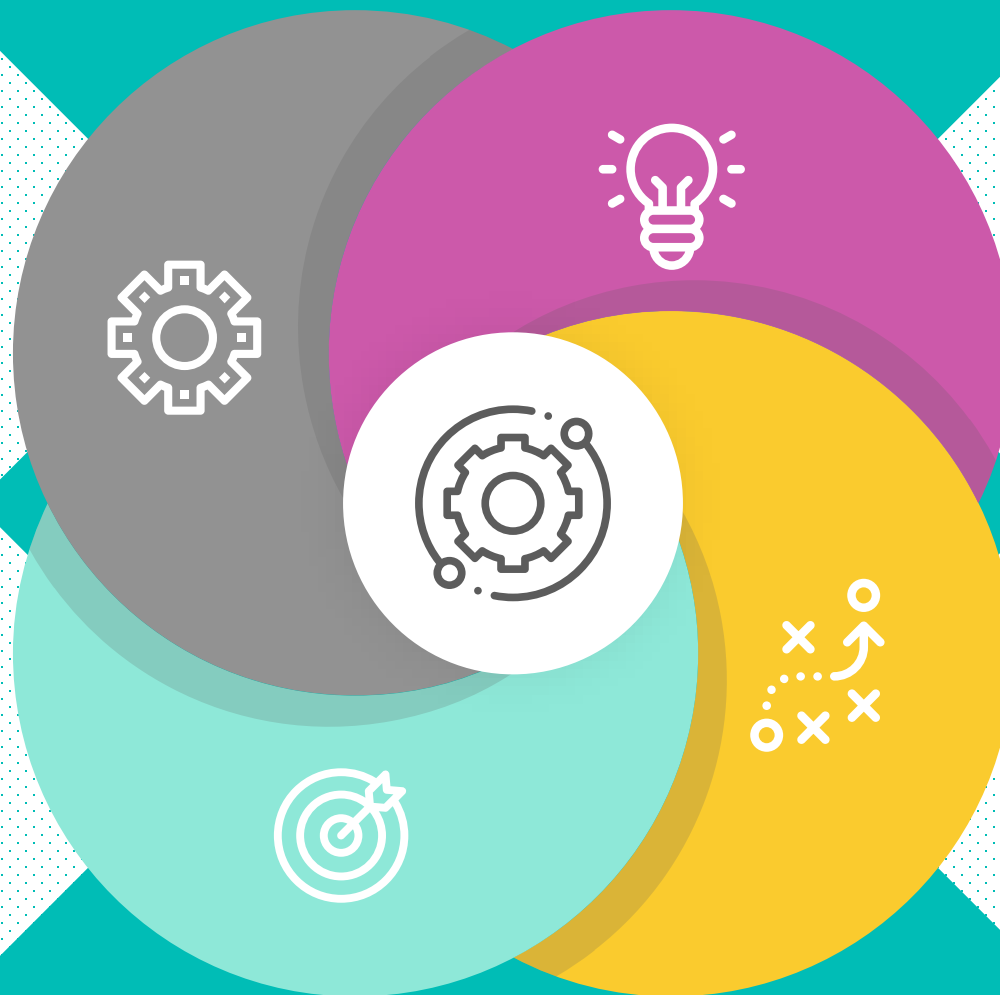
The need to learn and grow, to feel safe in the engagement of all aspects of learning. Fostering *Intelligent Failures*

Safe to Contribute

The need to contribute and make a difference, feeling safe to contribute. *Inviting authentic contributions that elevate our shared experience*

Safe to Challenge

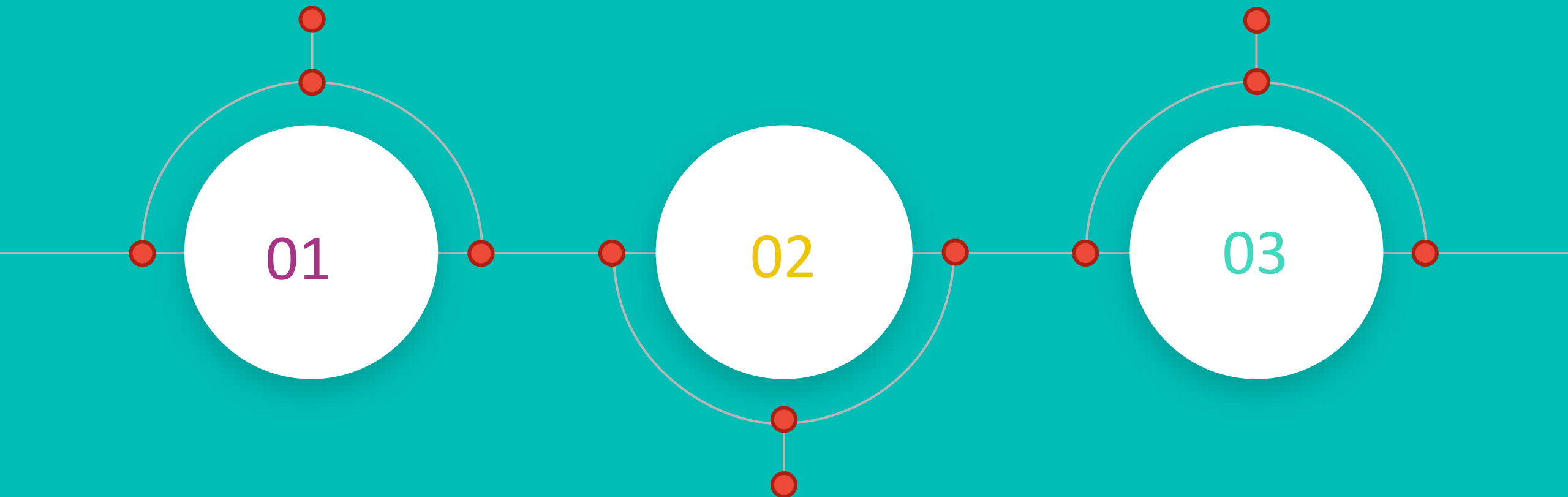
The need to make things better through support and confidence to challenge the status quo- *constructive dissent is supported.*



Today's Session:

B4L: What it is/isn't.

Q&A



**Stories From Our
Classrooms**

THINK & SHARE



What do desirable
behaviours look like in
your schools?



CAMBRIDGE

Principle of Legitimacy



‘When we as educators want pupils to behave, it matters first and foremost how we behave.’ ENB



Education brief: Behaviour for learning

Behaviour for learning is an approach to understanding and developing children and young people's behaviour that focuses on their relationship with their self, with others and with the curriculum, and promotes readiness for education.

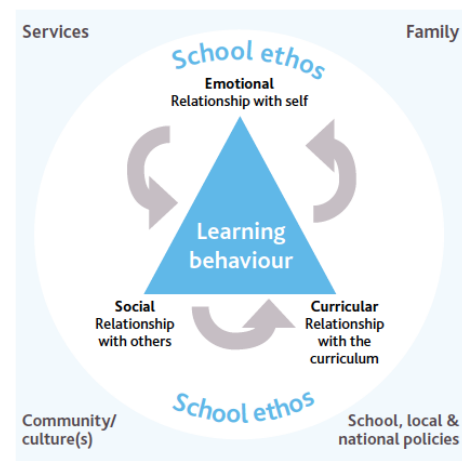
What is behaviour for learning?

Behaviour for learning is an approach developed by Dr Simon Ellis and Professor Janet Tod.

It is based on a conceptual framework that emerged from a systematic review (Powell and Tod 2004) commissioned by the Teacher Training Agency (TTA) in the UK and conducted by a research team at Canterbury Christ Church University.

The conceptual framework (Figure 1) sets out three relationships for learning: *relationship with self*, *relationship with others* and *relationship with the curriculum*. These three relationships represent respectively the emotional, social and cognitive/curricular factors that influence the development of learning behaviour.

Figure 1: The behaviour for learning conceptual framework (based on Ellis and Tod 2018)



The arrows connecting the three relationships are a reminder that these relationships are not experienced in isolation by the learner. For example, a difficulty in forming friendships (social) may adversely affect how an individual feels about

themselves (emotional). Similarly, a poor relationship with a subject teacher (social) may impact negatively on the learners' relationship with that curriculum area. More positively, improvements in one relationship area have the potential to impact positively on another.

The circle surrounding the central triangle reflects the influence of the school ethos on the three relationships and learners' behaviour. A range of other external influences are also acknowledged.

The behaviour for learning approach can be used flexibly:

- School leaders can use its principles to support the development of an inclusive whole-school behaviour policy.
- Classroom teachers can use it as a consistent reference point when selecting and subsequently evaluating behaviour management strategies.
- Pastoral, counselling and special educational needs staff may find the approach useful in informing decisions about support and intervention required by groups or individuals.

What is learning behaviour?

The term 'behaviour for learning' reflects the key principle that the priority of a teacher¹ is to promote learning. Therefore, even when selecting a behaviour management strategy, consideration should be given to its contribution to the development of learning behaviour.

The Evidence for Policy & Practice Information (EPPI) review (Powell and Tod 2004) identified a set of learning behaviours drawn from the Qualified Teacher Status (QTS) professional standards (DfES/TTA 2002) in place at the time. These were:

- | | |
|-----------------|------------------------|
| • engagement | • independent activity |
| • collaboration | • responsiveness |
| • participation | • self-regard |
| • communication | • self-esteem |
| • motivation | • responsibility. |

¹ The term 'teacher' is used throughout for brevity but should be interpreted as referring to any practitioner working with children and young people in an educative capacity

Relationship
with the
Curriculum

School
Ethos

School
Ethos

Learning
behaviour

Relationship
with Self

Relationship
with Others

At HDSAS, we define B4L as...

*the approach and strategies
used to create a positive
learning environment where
learners are encouraged to
develop self-regulation, social
skills, and a strong relationship
with the curriculum.*



杭州狄邦文理学校
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6/28/2024

Hangzhou Dipont School of Arts and Science

Behaviour for Learning Expectations
2024/2025 Academic Year

Compiled by:	Emmanuel Barthalomew, Director of School Improvement
Responsibility:	All Staff
Submission Date:	June, 2024
Review Dates:	
Reviewing/Endorsing committees	Executive Committee and Senior Leadership Team
Approved by	
Version Number	003

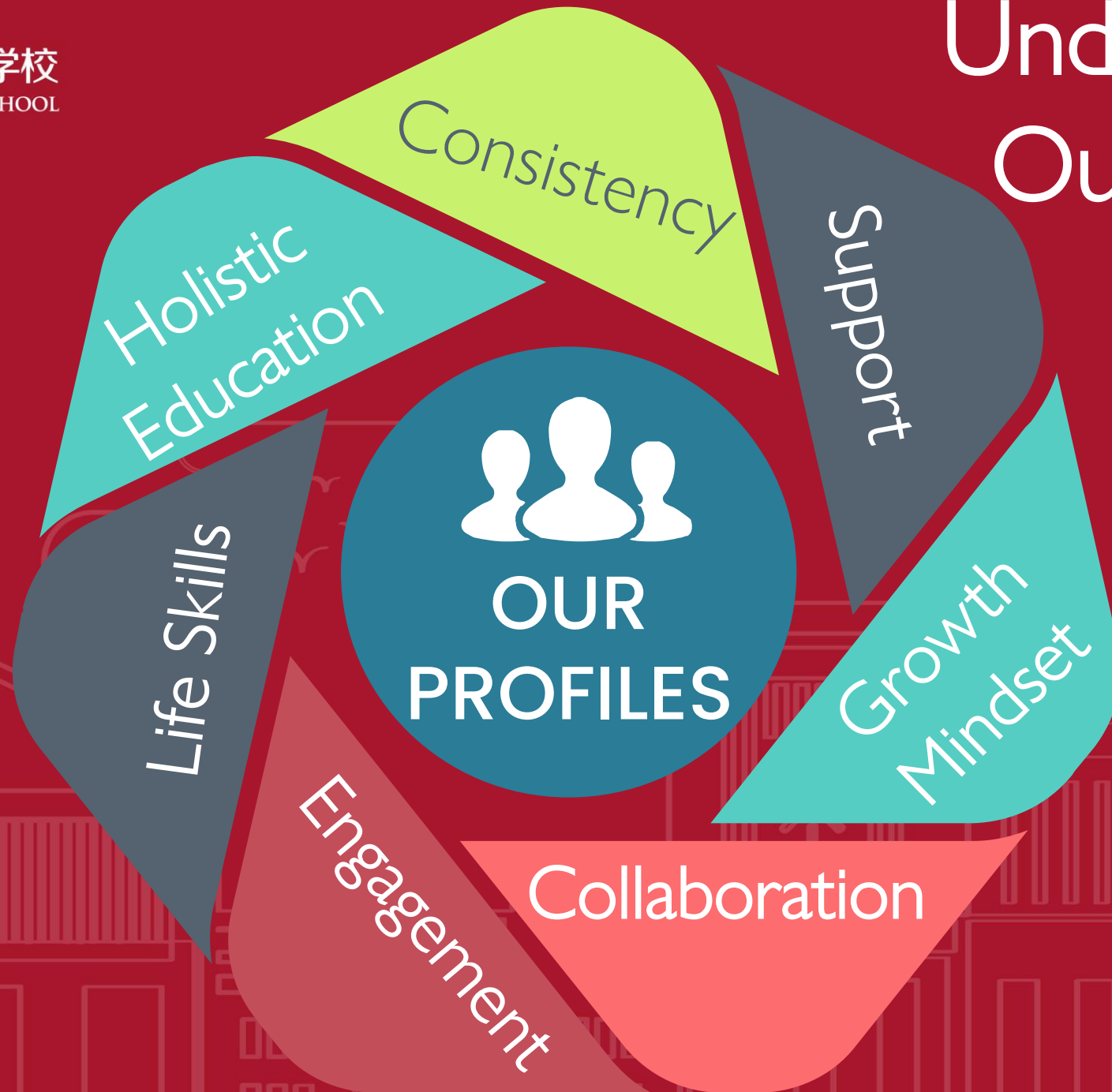


EMOTIONAL



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Understanding Our Profiles



*Learner

*Parent

*Teacher

*Leaders



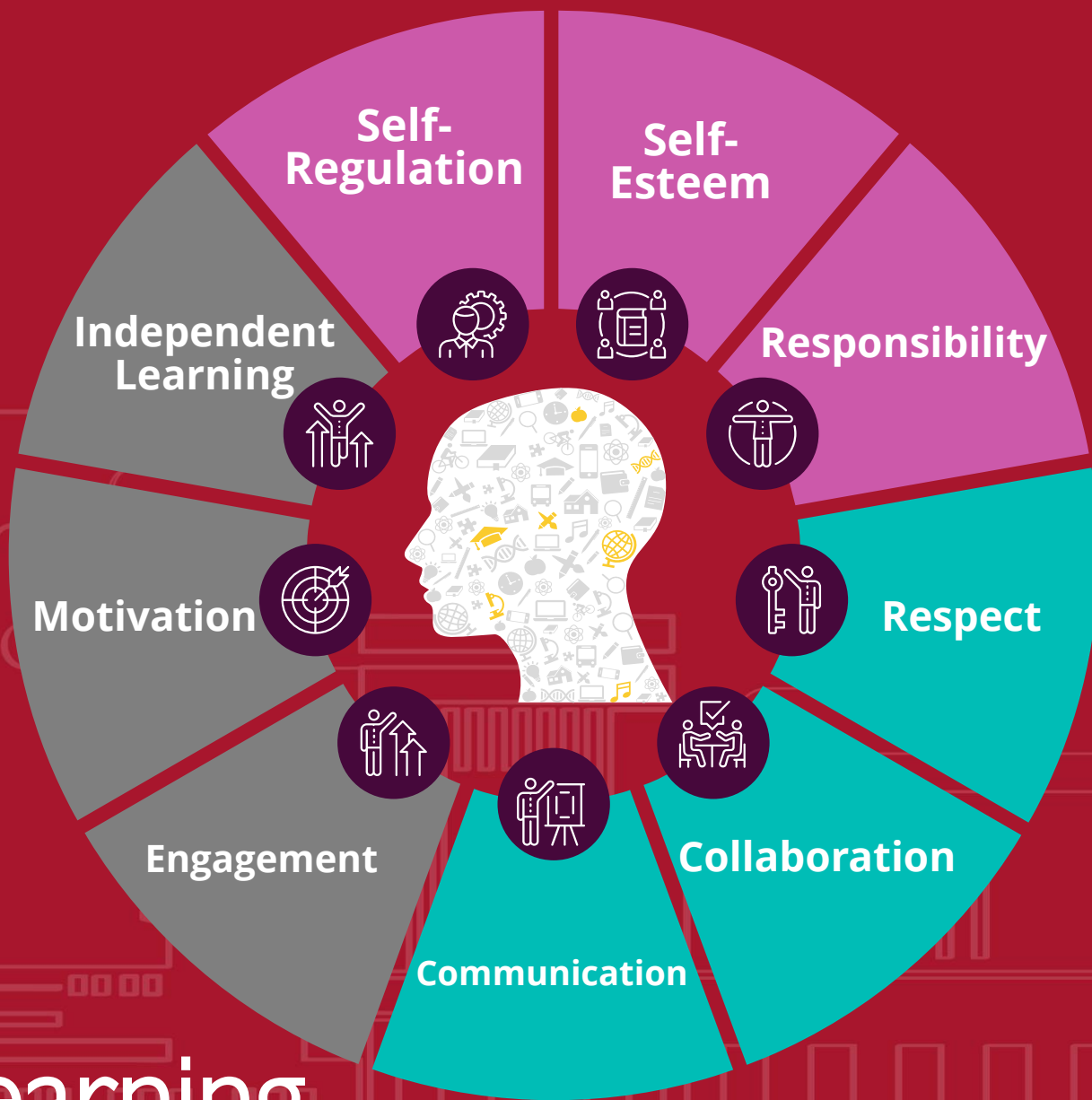
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KG

OUR PROFILES: THE GOLDEN 10



Foster a Love of Learning





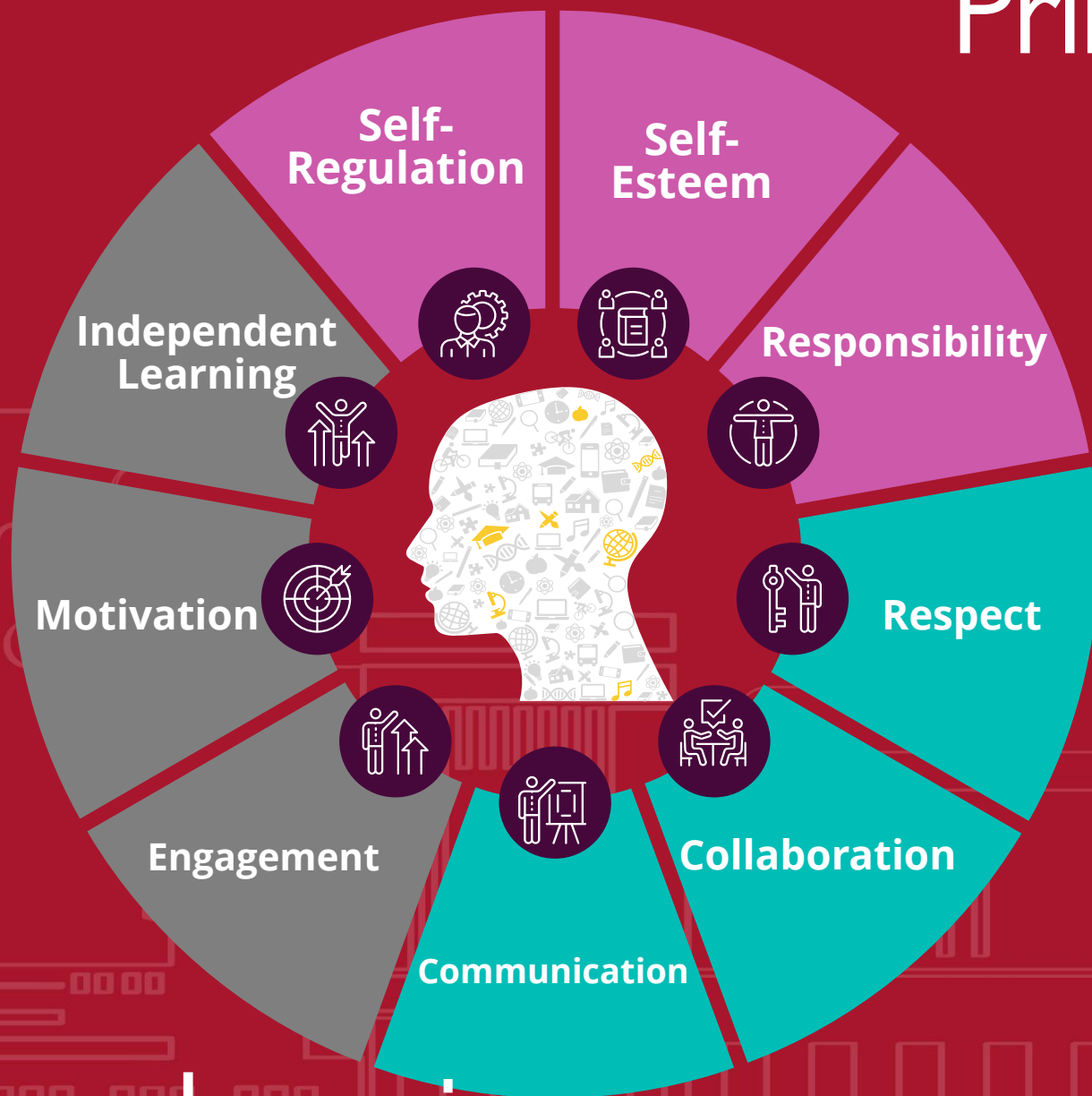
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Primary

OUR PROFILES: THE GOLDEN 10



Curiosity and Lifelong Learning

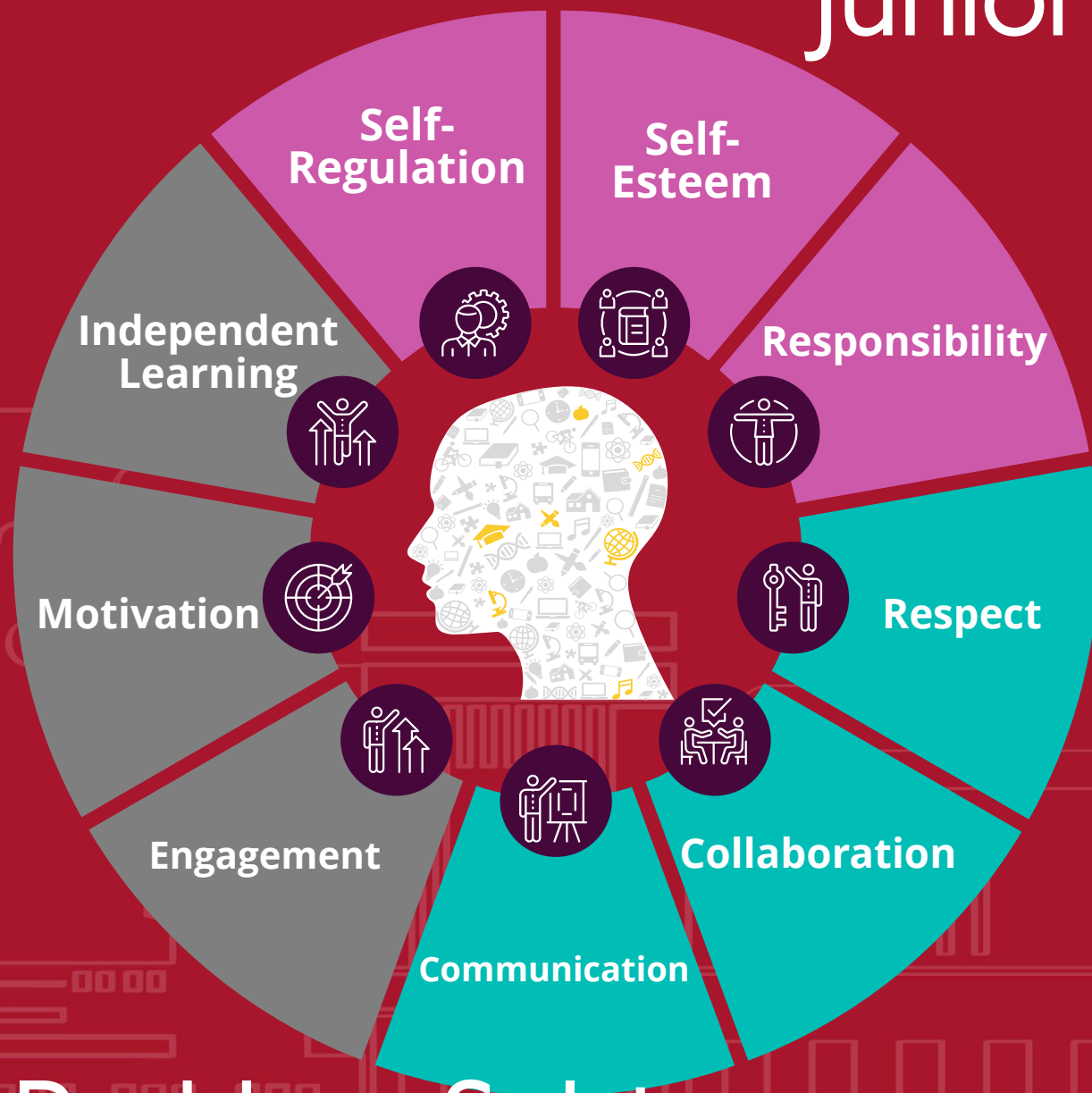




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OF ARTS AND SCIENCE

Junior High

OUR PROFILES: THE GOLDEN 10



Critical Thinking & Problem-Solving



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HANGZHOU DIPONT SCHOOL
OF ARTS AND SCIENCE

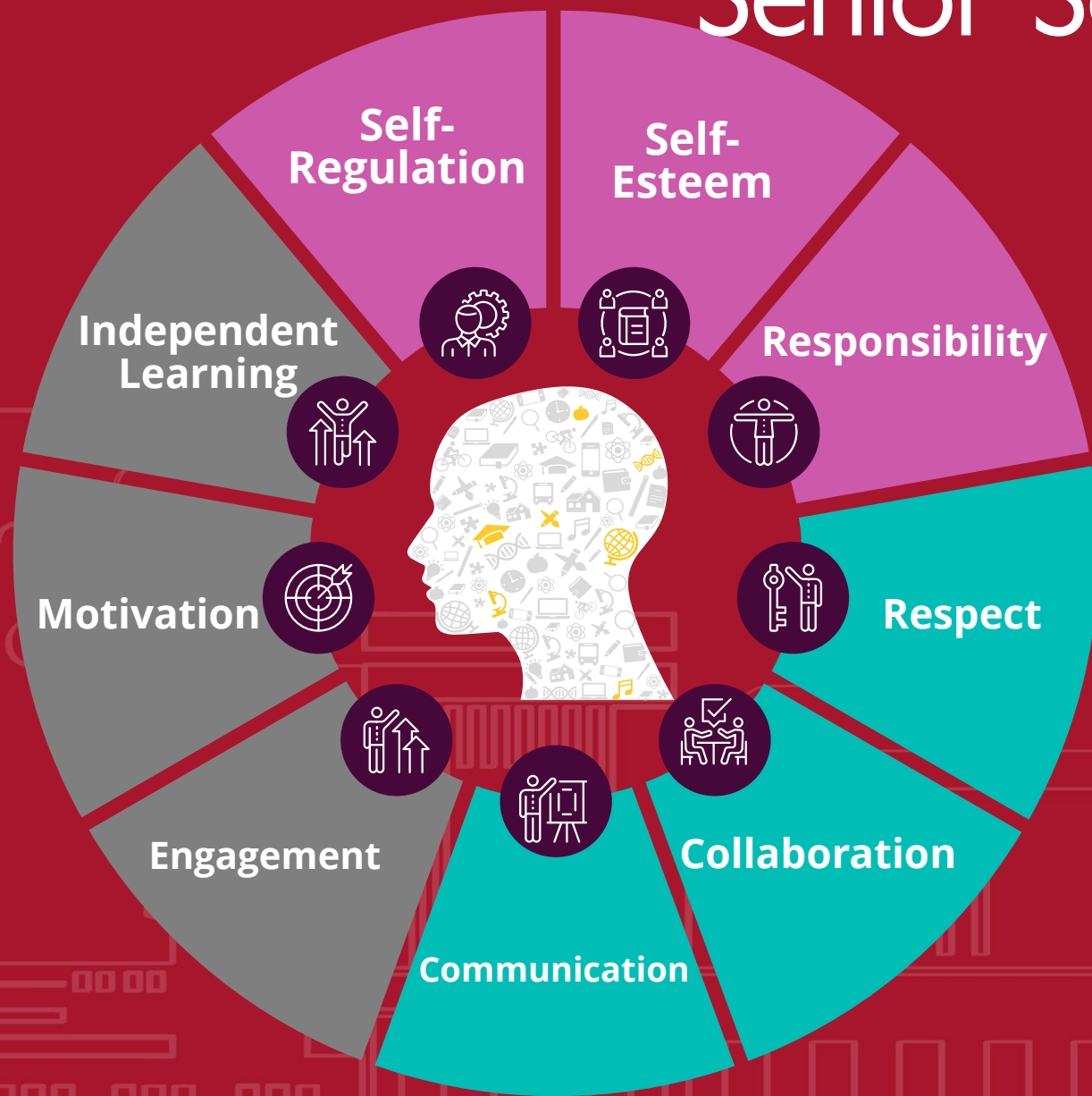
Senior School

OUR PROFILES:

THE GOLDEN 10



Life Readiness





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Section Level Expectations

Relationship with the Curriculum

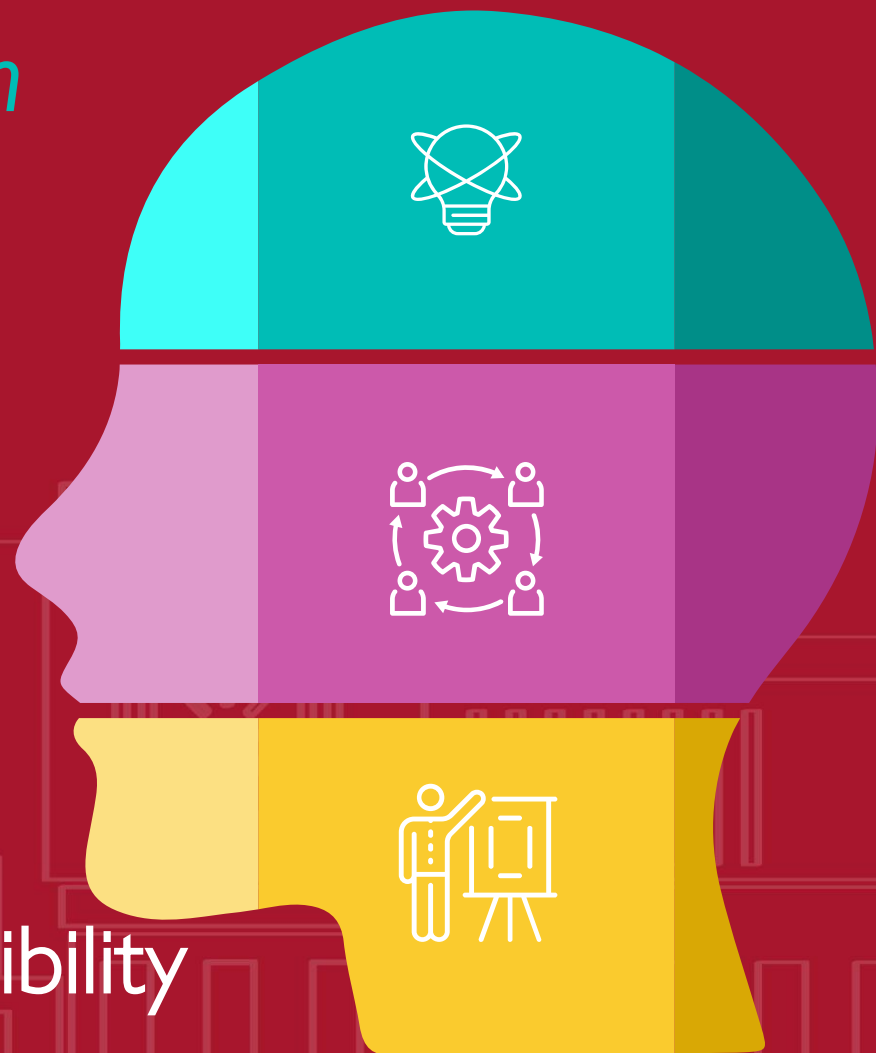
- ☐ Engagement, Motivation,
Independent Learning

Relationship with Others

- ☐ Respect, Collaboration,
Communication

Relationship with Self

Self-Regulation, Self-esteem, Responsibility





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OF ARTS AND SCIENCE

King's Kindergarten Hangzhou



CAMBRIDGE
International Education

Cambridge Early Years Centre

Adapting The Profiles

- “What does this mean for KG?”
- “What will it look like in an early years setting?”
- “How can I link this with what we are already doing to reduce workload and make it meaningful?”
- “Most importantly, why are we doing this? Make this explicitly clear to all involved.”

Sarah Mansfield



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HDSAS Behaviour for Learning Expectation Document

Introduction

The aim of this document is to outline the expectations for Behaviour for Learning (B4L) within HDSAS and will serve as a guide for staff to support and implement these expectations consistently across the school. These Expectations have been produced by integrating the principles from both the Cambridge International Education Brief on Behaviour for Learning and "Promoting Behaviour for Learning in the Classroom" by Simon Ellis and Janet Tod (2015).

We define **Behaviour for Learning (B4L)** as the approach and strategies used to create a positive learning environment where learners are encouraged to develop self-regulation, social skills, and a strong relationship with the curriculum. By focusing on the relationships with self, with others, and with the curriculum, we hope to provide a holistic approach that ensures learners are emotionally, socially, and cognitively engaged, fostering a conducive atmosphere for effective teaching, learning, and assessment.

Behaviour for Learning Conceptual Framework

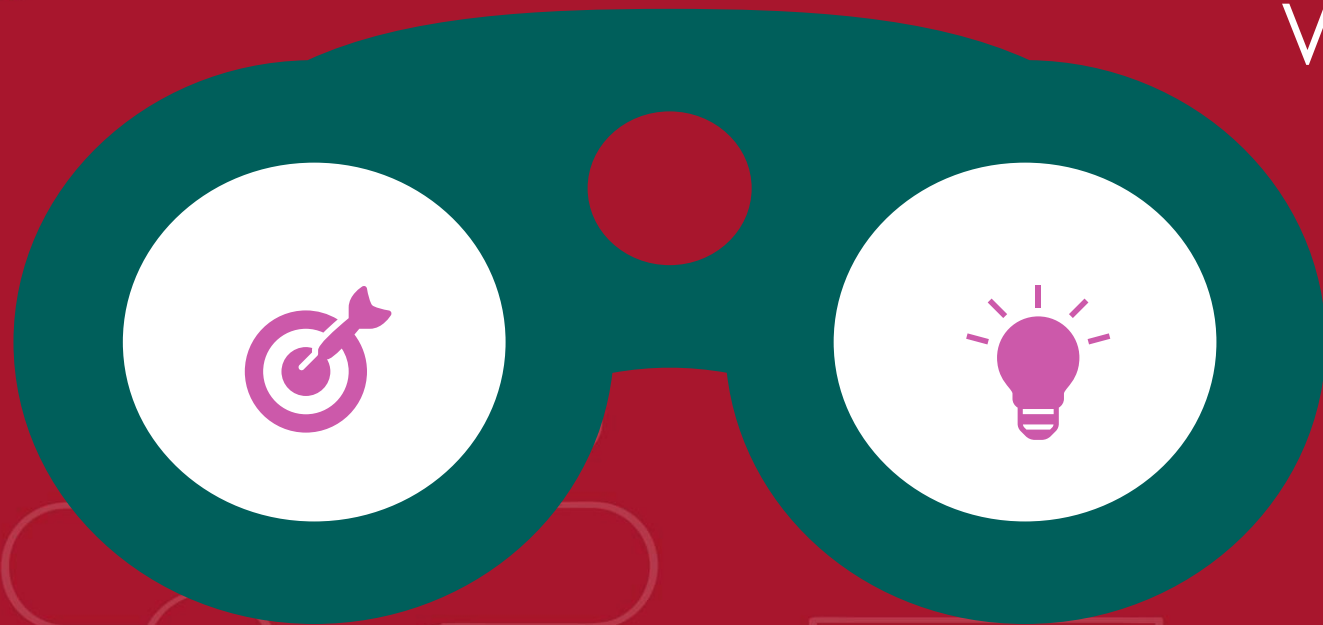
Behaviour for Learning focuses on three key relationships:

1. **Relationship with Self:** Emotional aspects of learning.
2. **Relationship with Others:** Social aspects of learning.
3. **Relationship with the Curriculum:** Cognitive or curricular aspects of learning.



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为什么学习行为（B4L）很重要 Why B4L Matters



作为教育者和家长，当我们期望孩子们表现出色、
学业有成、健康成长时，我们自身的言行举止、学习态度及成长过
程便显得尤为重要。

‘When we as educators and parents want our pupils and children to behave,
learn, and grow, it matters first and foremost how we behave,
learn, and grow.’

Services

Family

School ethos

Emotional
Relationship with self



Learning
behaviour

Social
Relationship
with others

Curricular
Relationship
with the
curriculum

School ethos

Community/
culture(s)

School, local &
national policies

学习行为概念框架

Behaviour for Learning Conceptual Framework

学习行为聚焦于三个关键关系：
Behaviour for Learning
focuses on three key relationships:

1. 与自我的关系：学习的情感层面。
Relationship with Self: Emotional aspects of learning.
2. 与他人的关系：学习的社交层面。
Relationship with Others: Social aspects of learning.
3. 与课程的关系：学习的认知或课程层面。
Relationship with the Curriculum: Cognitive or curricular aspects of learning.

		Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
K1	Chinese Focus	All about me 合家欢	Senses 感官游乐园 (利用秋天的元素探究)	Food and the things we grow 秋天里+甜蜜蜜	Animals 春天里	Who helps us? 我来显身手	Let's Move 顽皮一夏
	Cambridge Focus	My Family (All about me, my family members, friends)	Sensory Playground (5 senses)	Autumn (leaves, wind seasonal fruits, animal habits)	Spring (Animals, plants, colours of spring, field trip).	I Can (occupations – different jobs, class helper/leader)	Summer (sand play, water play, summer food, how to make ourselves cool (summer clothes)
	B4L	Collaboration (PSED): Use paired or small-group games to introduce teamwork skills, supporting Cambridge's focus on developing cooperative and peer-interaction abilities.	Respect (Communication and Language): Teach respect and listening skills through simple stories and guided play; use role-play to introduce kindness and turn-taking. Foster a Love for Learning (PSED, Understanding of the World): Create a nurturing and inviting environment with sensory play areas that allow for exploration, helping children to develop a natural curiosity about the world.	Self-Regulation (Personal, Social and Emotional Development - PSED): Introduce breathing and sensory activities to help children recognise and manage emotions, aligning with Cambridge's goal of developing self-awareness and self-regulation. Self-Esteem (PSED): Provide frequent praise for effort to build confidence, consistent with Cambridge's aim to foster a positive self-image and resilience through nurturing interactions.	Communication (Communication and Language): Encourage children to use words to express their feelings, reinforcing Cambridge's emphasis on early language development. Engagement (Physical Development, Understanding of the World): Engage children in sensory, play-based activities that stimulate curiosity, aligning with Cambridge's encouragement of exploration through play.	Responsibility (PSED): Assign small roles, like putting toys away, to encourage responsibility, reflecting Cambridge's focus on understanding responsibility within one's environment. Motivation (PSED): Use visual aids, like sticker charts, to set small goals and celebrate achievements, supporting Cambridge's approach to recognising individual effort.	Independent Learning (PSED): Introduce limited choice boards with simple activities to begin fostering independence, reinforcing Cambridge's aim to encourage children in making choices.
K2	Chinese Focus	Friends family and me 合家欢/我的家乡	Home and buildings娃娃乐 +美丽的秋天 (Autumn)	我运动, 我健康 Winter Sports (changing weather, sports in winter)	神奇的大自然 (动物乐园+有趣的水) The Wonders of Nature (Animal Paradise + Fun with Water)	Growing拜访春天/我做哥哥姐姐	缤纷夏日 Summer (temperature, insects, science)
	Cambridge Focus	My Hometown (My community – tradition food from hometown. Landscape of hometown)	I like to play (common animals – chicken, duck fish, different materials for role-play)	Working and playing together	Wonderful water	Growing up (changes in my body, I can do more, independence) Spring (insects, life cycle of butterfly, nature corner, make garden)	The living world
	B4L	Collaboration (Communication and Language, PSED): Group activities that involve taking turns encourage teamwork, aligned with Cambridge's objectives for social development.	Respect (Communication and Language): Practice respectful interactions through structured role-play and discussions, supporting Cambridge's social and communicative development goals. Foster a Love for Learning (PSED, Understanding of the World): Provide a variety of learning stations that focus on exploration, such as themed discovery areas (e.g., nature or science) that support a love of learning through engaging and hands-on experiences.	Self-Regulation (PSED): Introduce visual aids, such as emotion cards, to support children in identifying and managing their feelings, supporting Cambridge's self-regulation objectives. Self-Esteem (PSED): Use stories featuring characters that demonstrate resilience, encouraging self-belief and perseverance, in line with Cambridge's approach to building confidence.	Communication (Communication and Language): Use "I feel" statements to develop communication skills, directly supporting Cambridge's language and expression goals. Engagement (Understanding of the World): Engage children with thematic, play-based learning (e.g., nature or art), which deepens understanding of the world, as promoted by Cambridge.	Responsibility (PSED): Assign simple classroom roles, such as line leader, aligning with Cambridge's emphasis on understanding personal and shared responsibility. Motivation (PSED): Set and track small achievements with a class chart to foster motivation, supporting Cambridge's goals in self-directed learning.	Independent Learning (Mathematics, Understanding of the World): Expanded choice boards with a selection of activities allow children to explore their interests independently, reinforcing Cambridge's focus on curiosity and exploration.
K3	Chinese Focus	特别的我+大中国 I am unique (fingerprints, gender)	Amazing Nature (Amazing China) (soil, wind, water) 神奇的大自然 Autumn秋天	地球村 All around the world (continents, landforms, celebrating one world such as Olympics, share the world, save the world).	我想知道的What do I want to be when I grow up (jobs, community jobs)	大玩家Innovators (holes, paper, buildings, creating new objects out of materials)	走进小学
	Cambridge Focus	Places near and far	Farms and being outside	Caring for ourselves and the world	Then and now	How things work	Space, planets and the future
	B4L	Collaboration (PSED, Understanding of the World): Group problem-solving activities build cooperation and social skills, in line with Cambridge's emphasis on teamwork.	Respect (Communication and Language): Structured discussions encourage children to value others' viewpoints, supporting Cambridge's social and communicative objectives. Foster a Love for Learning (Understanding of the World, Literacy): Design an environment with themed project areas that encourage children to explore topics they are passionate about, deepening their love of learning and curiosity through choice and guided inquiry.	Self-Regulation (PSED): Use self-check-ins to help children recognise emotions and manage stress, promoting emotional maturity as outlined in Cambridge's PSED framework. Self-Esteem (PSED): Encourage children to celebrate achievements and give peer praise, fostering a positive self-image, which aligns with Cambridge's goals for resilience and independence.	Communication (Communication and Language): Develop listening and thoughtful response skills through structured group discussions, aligned with Cambridge's language focus. Engagement (Understanding of the World, Literacy): Incorporate project-based learning connected to real-world concepts, fostering engagement as supported by Cambridge.	Responsibility (PSED): Assign leadership roles, like classroom helper, to promote accountability, supporting Cambridge's aim to nurture responsibility in children. Motivation (PSED): Use visible achievement tracking to foster a growth mindset, supporting Cambridge's emphasis on independent and self-driven learning.	Independent Learning (Literacy, Mathematics): Choice boards and self-directed projects encourage autonomy and exploration, aligning with Cambridge's vision of nurturing independent, curious learners.



K1

Chinese focus:
Animals
春天里

Cambridge Focus:
Spring
(Animals, plants,
colours of spring)

Communication
(Communication and Language):
Encourage children to use words
to express their feelings,
reinforcing Cambridge's
emphasis on early language
development.

Engagement
(Physical Development,
Understanding of the World):
Engage children in sensory, play-
based activities that stimulate
curiosity, aligning with
Cambridge's encouragement of
exploration through play.



K2

Chinese focus:
神奇的大自然 (动物乐园+有趣的水)
The Wonders of Nature

Cambridge Focus:
Wonderful water

**Communication
(Communication and Language):**

Use “I feel” statements to develop communication skills, directly supporting Cambridge’s language and expression goals.

**Engagement
(Understanding of the World):**
Engage children with thematic, play-based learning (e.g., nature or art), which deepens understanding of the world, as promoted by Cambridge.



K3

Chinese focus:
我想知道的
**What do I want to
be when I grow up?**

Cambridge Focus:
Then and now

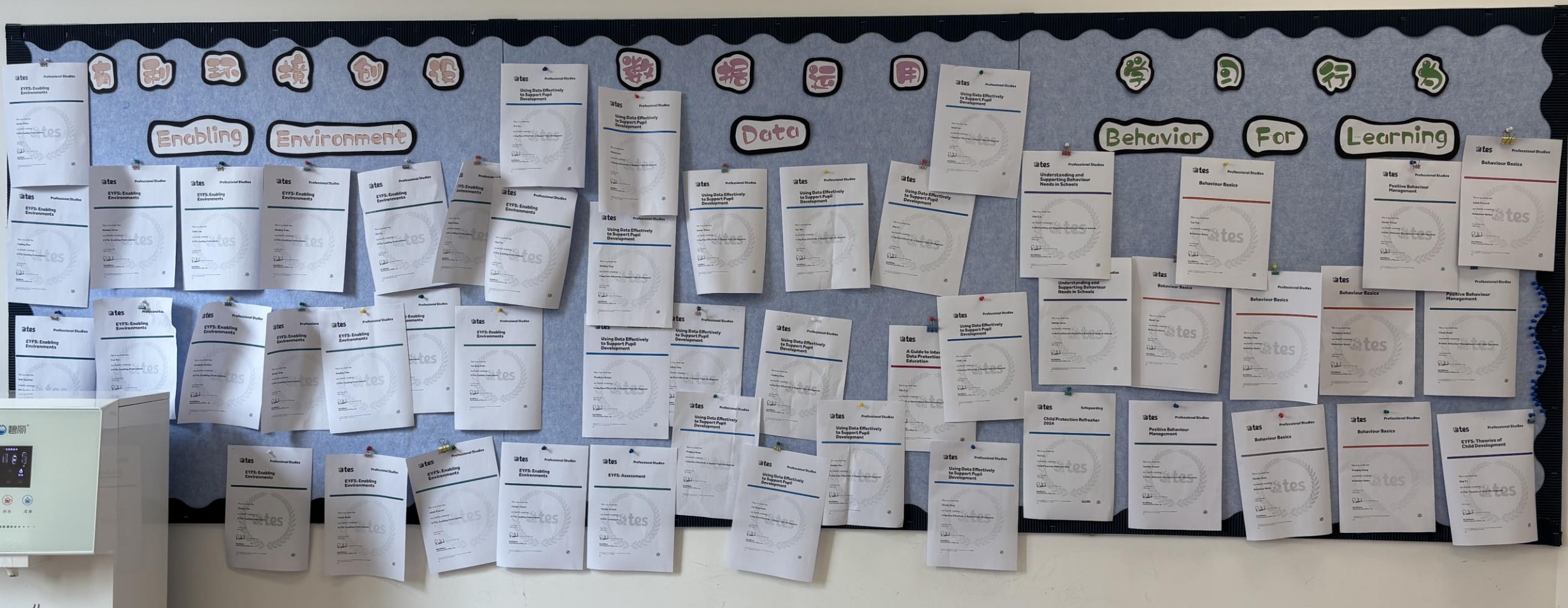
**Communication
(Communication and
Language): Develop listening
and thoughtful response skills
through structured group
discussions, aligned with
Cambridge's language focus.**

**Engagement
(Understanding of the World,
Literacy): Incorporate project-
based learning connected to
real-world concepts, fostering
engagement as supported by
Cambridge.**



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ONGOING PLD



*Set high expectations – make learning visible – celebrate success
– positive framing – team effort on behalf of the children...*



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学科 Subject: English Enrichment	班级 Class: K3
教师 Teacher: Miss Mansfield	日期 Date: 19.9.24

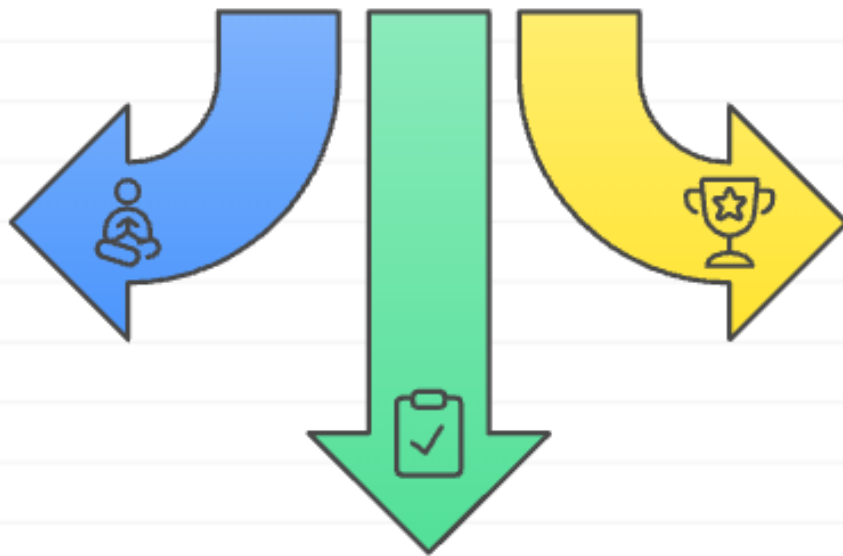
教学单元 Unit:	Talk for Writing/Storytelling
本节课主题 Lesson title:	Storytelling
学习目标 Lesson objectives: (按照课标要求分维度出)	Retelling "The Gingerbread Man" in a structured way using key vocabulary, descriptive language, and actions, while integrating turn-taking, connectives, and storytelling skills.
Behaviour for Learning	Behaviour for Learning Expectation for Pupils: <ul style="list-style-type: none">• Collaboration: Learners are expected to work effectively in groups, sharing ideas, listening to each other, and supporting their peers. Strategies for Staff: <ul style="list-style-type: none">• Use sentence stems like "It's your turn next" and "Would you like to try?" to support turn-taking and engagement.• Model elevated use of connectives (e.g., "because," "then," "so") for more able learners, reinforcing their use during storytelling.• Monitor specific children during activities to assess development and provide necessary interventions.
Aligned with Cambridge Early Years 3 Framework: Area of Learning: Communication, Language, and Literacy; Understanding the World (Technology)	Specific Learning Goals for EY3: <ul style="list-style-type: none">• Speaking: Children will use a range of vocabulary and sentence structures to express ideas clearly, including describing events and characters in a narrative sequence.• Listening and Attention: Children will listen attentively and respond to stories, showing understanding through sequencing and storytelling activities.• Understanding: Children will follow multi-step instructions, including programming BeeBot to follow the story sequence.• Technology: Children will understand basic programming concepts by giving simple instructions to BeeBot, demonstrating problem-solving and sequencing skills.

与自我的关系 Relationship With Self

目标：培养情绪健康与自我调节能力。
Goal: Foster emotional well-being
and self-regulation.

Mindfulness Activities

进行正念活动，
如深呼吸或感官游戏。
Encourages self-awareness
and calmness through
practices like deep breathing.



Classroom Charters

制定班级章程，培养学生的责任感（例如，通过分配任务让学生照顾自己的物品）。
Promotes responsibility and
care for belongings through
assigned roles.

Use of Praise

对努力和进步给予表扬（例如：“你在这个拼图上付出了很多努力！”）。
Boosts motivation and self-esteem by recognising effort and improvement.

示例：设置一个“冷静角”，让孩子们可以在这里练习自我调节策略。

Example:
A “Calm Corner”
where children can
practice
self-regulation
strategies.





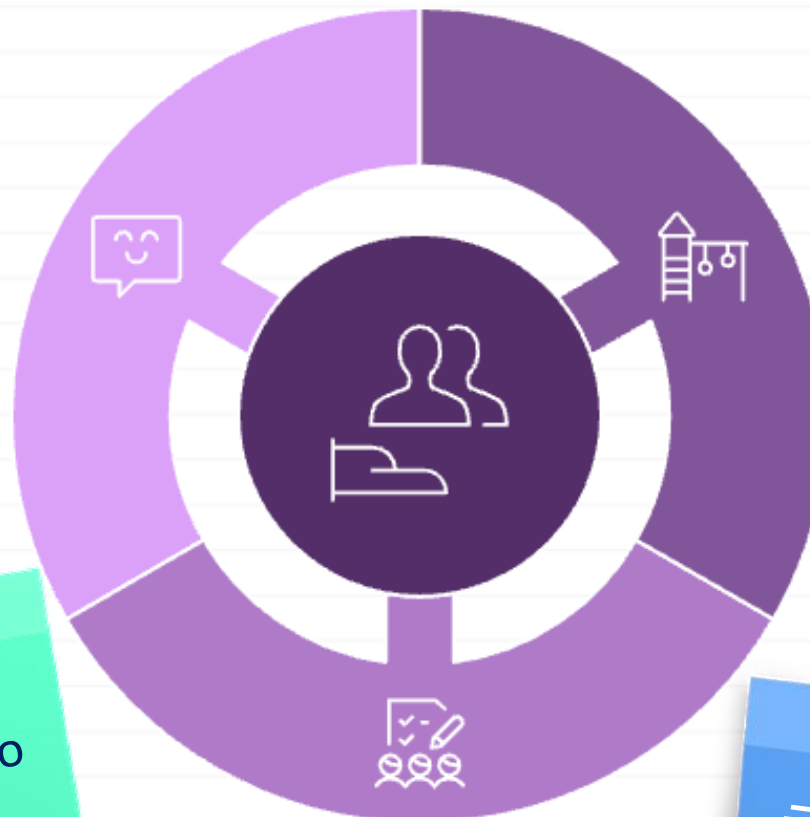
目标：培养尊重、协作与沟通能力。
Goal: Develop respect, collaboration,
and communication.

Expressing Feelings

教导孩子使用言语来表达自己的感受和需求。
Learning to articulate emotions and needs effectively.

Role-Playing Activities

通过角色扮演活动练习尊重与冲突解决技巧。
Role-playing activities to practice respect and conflict resolution.



与他人的关系
Relationship
With Others

Example:
A group project to
build a tower,
emphasising
listening and
cooperation.

Teamwork Projects

开展需要团队合作的
集体项目和游戏。
Collaborating on
tasks to enhance
teamwork and
communication.

示例：开展一个集体
搭建高塔的项目，强
调倾听与合作的重要
性。

与课程的关系 Relationship with the Curriculum

目标：激发好奇心与培养自主学习能力。



开展与现实生活主题相关联的动手实践、游戏化学习活动。



设定简单目标,以激发学习动力与参与度。



•提供自主学习选择板,鼓励学生以自我为导向的学习。

Goal:
Encouraging
Curiosity and
Independent
Learning



Hands-on, play-based activities linked to real-world themes.



Simple goal-setting to build motivation and engagement.



Choice boards for self-directed learning.

Example: Sensory exploration stations (e.g., a water table for measuring and pouring).



**Creating light
bottles using
colourful
cellophane
paper**



seewo

待人友善倾听言，尊重沟通心相连。
BEING KIND AND LISTENING TO OTHERS
(RESPECT AND COMMUNICATION)



欢迎来到 幼儿园集会

Welcome to KG Assembly

Emily has demonstrated excellent teamwork this week by listening to her classmates and sharing her ideas. Her positive attitude has made a positive impact on our group activities!





Summary of Learner Profiles

Kindergarten (KG 1, 2 & 3)

1. **Self-Regulation:** I use simple ways like deep breaths to stay calm.
2. **Self-Esteem:** I feel proud when I get praised for trying my best.
3. **Responsibility:** I help take care of our classroom and my things.
4. **Respect:** I am kind and listen to everyone.
5. **Collaboration:** I like playing and working with my friends.
6. **Communication:** I tell others how I feel and listen to them too.
7. **Engagement:** I love fun activities that help me learn.
8. **Motivation:** I set little goals and feel happy when I reach them.
9. **Independent Learning:** I try new things and ask for help if I need it.
10. **Foster a Love for Learning:** We have fun discovering new things together.

Summary of Teacher Profiles

Kindergarten (KG 1, 2 & 3)

1. **Emotional Regulation Model:** Use mindfulness exercises to manage stress.
2. **Positive Reinforcer:** Utilize praise and reward systems.
3. **Environment Organizer:** Regularly update and arrange the classroom.
4. **Respectful Interactor:** Model respectful interactions.
5. **Collaborative Planner:** Plan and implement collaborative activities.
6. **Effective Communicator:** Use various channels to communicate with parents.
7. **Engagement Specialist:** Create play-based learning activities.
8. **Motivational Guide:** Set and celebrate simple, clear goals.
9. **Facilitator of Independent Learning:** Provide choice boards for self-directed learning.
10. **Curiosity Cultivator:** Create discovery stations for exploration.

Summary of Parent Profiles

Kindergarten (KG 1, 2 & 3)

1. **Support Emotional Regulation:** I help my child use simple ways like deep breaths to stay calm.
2. **Boost Self-Esteem:** I praise my child's efforts and improvements regularly.
3. **Teach Responsibility:** I assign small chores to help my child take care of their environment and belongings.
4. **Model Respect:** I show my child how to be kind and listen to others.
5. **Encourage Collaboration:** I arrange playdates or group activities that require teamwork.
6. **Foster Communication:** I encourage my child to express their feelings and needs and practice listening together.
7. **Engage in Learning:** I engage in fun, hands-on learning activities with my child at home.
8. **Motivate Learning Goals:** I help my child set simple, achievable goals and celebrate their accomplishments.
9. **Encourage Independence:** I provide opportunities for my child to make choices in their learning activities.
10. **Foster a Love for Learning and Curiosity:** We explore sensory and exploratory activities together to discover and learn through play.

□ 在家中鼓励和支持这些品质

□ Encourage and support these qualities at home



家庭助力：

如何在家有效支持孩子的学习之旅



1 情绪管理

- 实践正念：在家中进行深呼吸或安静反思。
- 应对压力：在紧张时刻使用平静策略（如：“我们一起做三次深呼吸吧！”）。



2 提升自尊

- 鼓励努力：不仅表扬结果，更要赞扬努力（如：“我喜欢你不断努力的样子！”）。
- 分享挑战故事：讲述克服困难的故事，培养韧性。



4 培养尊重与合作

- 树立榜样：在家中使用友善言辞和积极倾听。
- 团队活动：安排需要团队合作的玩耍或家庭活动（如：一起拼拼图）。

5 激发好奇心与学习

- 共同探索：一起参与动手活动（如：烘焙、园艺或简单实验）。
- 设定小目标：为学习设定小而可达成的目标，并庆祝进步（如：“我们一起数到10吧！”）。



3 培养责任感

- 分配小任务：如整理玩具或摆放餐具。
- 鼓励独立：促进独立性的日常习惯（如：自己整理书包）。



6 促进沟通

- 开放提问：询问关于他们一天的开放式问题，鼓励讲述。
- 互动学习：使用互动故事书或游戏来增强词汇和社交技能。



How Parents can Support Behaviour for Learning at Home



1 Supporting Emotional Regulation

- Practise mindfulness at home, such as deep breathing or quiet reflection time.
- Use calming strategies during stressful moments (e.g., “Let’s take three big breaths together”).



2 Boosting Self-Esteem

- Praise efforts, not just outcomes (e.g., “I love how you kept trying!”).
- Share stories about overcoming challenges to build resilience.



4 Fostering Respect and Collaboration

- Model kind words and active listening at home.
- Arrange playdates or family activities that require teamwork (e.g., building a puzzle together).

5 Encouraging Curiosity and Learning

- Explore hands-on activities together (e.g., baking, gardening, or simple experiments).
- Set small, achievable goals for learning and celebrate progress (e.g., “Let’s count to 10 together!”).



3 Teaching Responsibility

- Assign small chores like tidying toys or setting the table.
- Encourage routines that promote independence (e.g., packing their school bag).



6 Promoting Communication

- Ask open-ended questions about their day to encourage storytelling.
- Use interactive storybooks or games that build vocabulary and social skills.



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PRIMARY: What Does This Mean for Us?

How can schools promote behaviour for learning?

Figure 3: Increasingly personalised response
Ellis and Tod (2018) suggest three levels of use (Figure 3).



Extended

Focusing on strengthening one or more of the three relationships

Core

Identifying specific learning behaviours to develop

Day to day

Through general teaching and approach to behaviour management:

- protect and enhance the three relationships
- encourage the development of positive learning behaviours.

ROUTINES: OUR SUPER POWER

RESPONSES: THE BACK-UP PLAN

RELATIONSHIPS: THE HEART/PULSE OF TEACHING



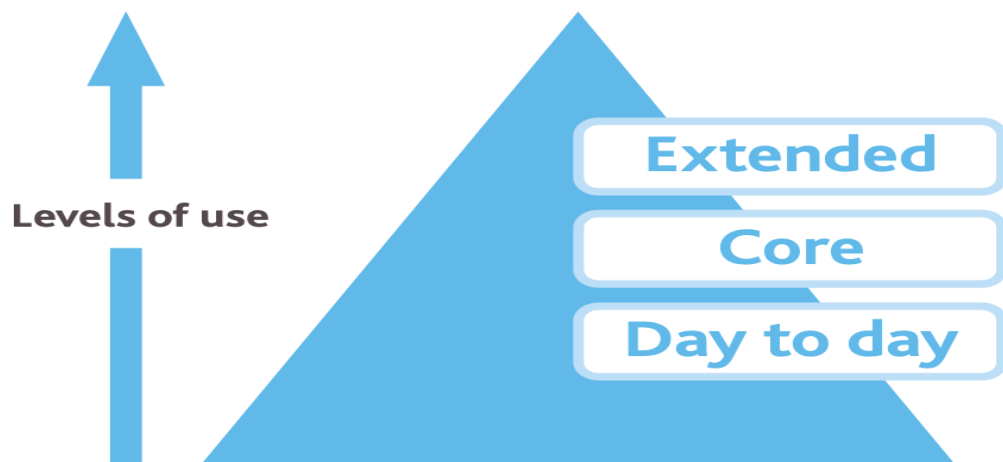
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SECONDARY: What Does This Mean for Us?

How can schools promote behaviour for learning?

Figure 3: Increasingly personalised response

Ellis and Tod (2018) suggest three levels of use (Figure 3).



Extended

Focusing on strengthening one or more of the three relationships

Core

Identifying specific learning behaviours to develop

Day to day

Through general teaching and approach to behaviour management:

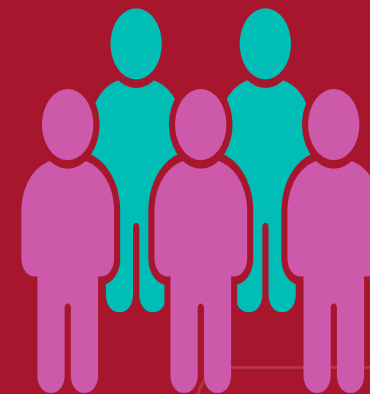
- protect and enhance the three relationships
- encourage the development of positive learning behaviours.

- ❑ Enhancing Teacher-Learner Relationships
- ❑ Developing Social and Emotional Skills
- ❑ Scaffolding Cognitive & Curricular Engagement
- ❑ Embedding B4L in Classroom Assessment Practices



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An Intentional Focus on B4L creates an environment where...



Relationships Flourish: Trust, respect, and mutual accountability become the norm.

- *Behaviour Supports Learning:* Positive learning behaviours are explicitly taught, assessed, and celebrated.
- *Holistic Outcomes Improve:* Students become more resilient, engaged, and motivated, leading to both behavioural improvements and academic success.

“When I was
your age, I
never told a lie.”

*“Um... sir, with all
due respect... are you
absolutely sure about
that?”*





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CAMBRIDGE



So before we go...



**What's your
Key Takeaway?**

**What excites
you about B4L?**

**What worries
you about B4L?**

THANK YOU

谢谢

<https://dot.cards/emmbath>

