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Supporting teachers and schools to promote positive student behaviour in England and Ontario (Canada): Lessons for Latin America

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SUPPORTING TEACHERS AND SCHOOLS TO PROMOTE POSITIVE STUDENT BEHAVIOUR IN ENGLAND AND ONTARIO (CANADA): LESSONS FOR LATIN AMERICA

Education Working Paper No. 116

by Gabriela Moriconi, Fundação Carlos Chagas and Julie Bélanger, Organisation for Economic Co-Operation and Development

This paper was prepared by Gabriela Moriconi and Julie Bélanger during the Thomas J. Alexander Fellowship awarded to Gabriela Moriconi from September 2013 to September 2014.

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Abstract

This paper presents the findings based on case studies of the educational systems of England and of the Canadian province of Ontario, as part of a research project funded by the Thomas J. Alexander Fellowship Programme.[1] This research project aims to provide inputs to policymakers and school leaders, especially in Latin America, to support teachers and schools with student behaviour issues and improve classroom and school climate. The purpose of these case studies is to investigate how system-level policies in four main areas (initial teacher education, professional development, professional collaboration and participation among stakeholders) and other types of system-level initiatives (such as student behaviour policies) have been implemented in order to improve disciplinary climate and help teachers to deal with student behaviour issues. It also aims to identify the conditions in which teaching and classroom practices take place, in order to understand the context of student behaviour and disciplinary climate in these educational systems.

Résumé

Ce document présente les conclusions d'études de cas menées sur les systèmes d'éducation en Angleterre et dans la province canadienne de l'Ontario, dans le cadre d'un projet de recherche financé par le Programme de bourses Thomas J. Alexander[2]. L'objectif de ce projet est de fournir aux décideurs et aux chefs d'établissement, notamment en Amérique latine, des propositions sur la manière de soutenir les enseignants et les établissements confrontés à des problèmes de comportement de la part de leurs élèves, et d'améliorer le climat des classes et des établissements. Ces études de cas visent à examiner la façon dont des mesures systémiques dans quatre grands domaines (formation initiale des enseignants, développement professionnel, collaboration professionnelle et participation des parties prenantes) et d'autres types d'initiatives systémiques (telles que les mesures relatives au comportement des élèves) ont été mises en œuvre afin d'améliorer le climat de discipline et d'aider les enseignants à faire face aux problèmes de comportement de leurs élèves. L'un des autres objectifs est d'analyser les conditions dans lesquelles s'inscrivent les pratiques pédagogiques afin de mieux comprendre le contexte du comportement des élèves et du climat de discipline dans ces systèmes d'éducation.

1 . For more information about the Tom J. Alexander Fellowship programme, please go to http://www.oecd.org/edu/thomasjalexanderfellowship.htm

2 . Pour tout complément d'information sur le Programme de bourses Tom J. Alexander, veuillez consulter http://www.oecd.org/edu/thomasjalexanderfellowship.htm.

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INTRODUCTION

In addition to being the focus of media reports, professional literature and school staff room conversations, student discipline and classroom management are some of the most commonly cited concerns by teachers (McCormack, 1997; Husu, 2003). Moreover, student discipline and behaviour problems are some of the areas for which teachers in many countries report the highest levels of needs for professional development (OECD, 2009, 2014; Jensen et al., 2012).

It is clear that classrooms with severe disciplinary problems are less conducive to learning, since teachers have to spend time managing students' behaviour instead of actually engaging in teaching and learning activities. Keeping order in the classroom can consume a large proportion of class time, reducing students' opportunities to learn (Cotton, 1989). Besides potentially negatively affecting instructional time, student misbehaviour can be a sign of student lack of interest and motivation to engage in learning (Porter, 2006).

Student misbehaviour also contributes to teacher dissatisfaction and stress, affecting teachers' attraction and retention. Along with low wages and low social status, student behaviour is one of the most cited reasons for Brazilian high school students deciding not to enter the teaching profession (Tartuce et al., 2010).

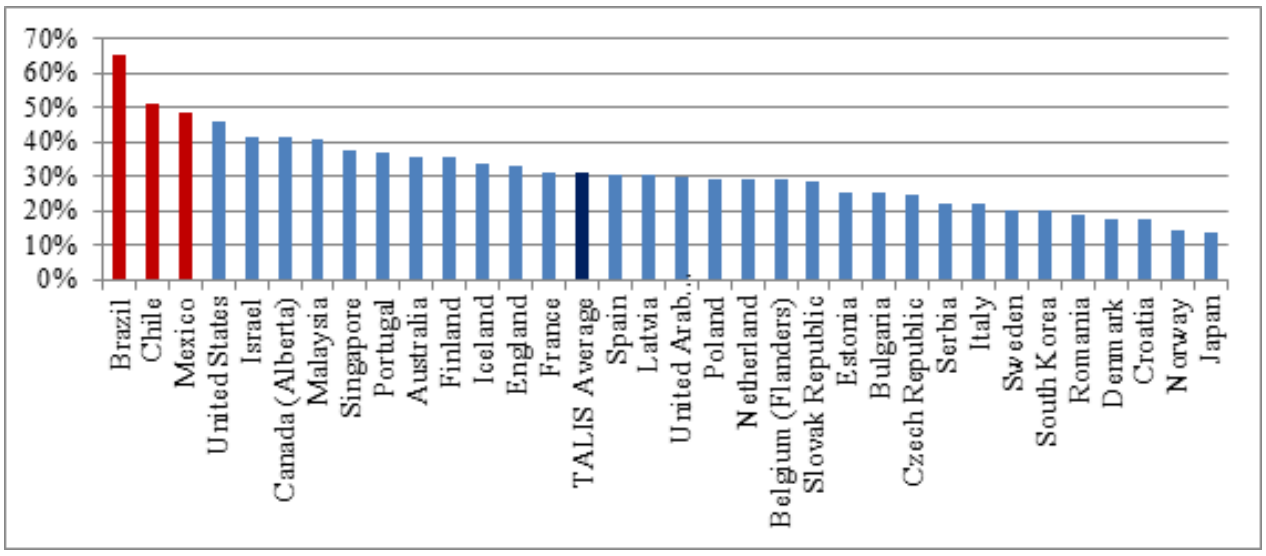
According to data from the OECD's Teaching and Learning International Survey (TALIS), teachers' perception of the level of student behaviour problems and disciplinary climate vary a great deal among countries around the world (OECD, 2009, 2014).[4] As shown in Figure 1, while more than 60% of lower secondary teachers report having more than 10% of students with behaviour problems in Brazil, in Japan only 13% of teachers report the same[5] (OECD, 2014). Teachers in Chile and Mexico, the other two Latin American countries that participated in TALIS 2013, also reported high levels of student behaviour problems in their classes.

3 . The paper presents the results of a study conducted by Gabriela Moriconi as a fellow at the Thomas J. Alexander Fellowship Programme at the OECD, in which she was mentored by Julie Bélanger. For more information about the Tom J. Alexander Fellowship programme, please go to http://www.oecd.org/edu/thomasjalexanderfellowship.htm.

4 . See Box 1 for a short description of TALIS.

5 . This is based on teachers' answers to the question: "Please estimate the broad percentage of students who have the following characteristics – Students with behavioural problems".

Figure 1. Percentage of lower secondary teachers who report having more than 10% of their students with behaviour problems in a target class[6]



Source: OECD, TALIS 2013 database.

As illustrated in Figure 2, Brazilian and Chilean students seem to agree with their teachers. Brazil and Chile are also among the ten countries in OECD's Programme for International Student Assessment (PISA) 2012[7] with the worst reported levels of disciplinary climate according to students[8], along with Argentina, another Latin American country. Mexican students, on the other hand, do not report having such a bad disciplinary climate in the classroom. According to students, Mexico's level of disciplinary climate is better than the PISA countries' average.

6 . The target class that teachers are asked to respond to is the first that they taught in that school after 11 a.m. on the previous Tuesday. This is the strategy used on TALIS to obtain data from an average lesson for each country.

7 . See Box 1 for a short description of PISA.

8 . The index of disciplinary climate is derived from students' reports on how often the followings happened in their lessons of the language of instruction: *i)* students don't listen to what the teacher says; *ii)* there is noise and disorder; *iii)* the teacher has to wait a long time for the students to quieten down; *iv)* students cannot work well; and *v)* students don't start working for a long time after the lesson begins.

Box 1. What is TALIS and what is PISA?

Teaching and Learning International Survey (TALIS)

TALIS collects internationally comparable data on the learning environment and the working conditions of teachers in schools across the world with the aim to provide valid, timely and comparable information from the perspective of practitioners in schools to help countries review and define policies for developing a high-quality teaching profession. TALIS examines the ways in which teachers' work is recognised, appraised and rewarded and assesses the degree to which teachers perceive that their professional development needs are being met. The study provides insights into the beliefs and attitudes about teaching that teachers bring to the classroom and the pedagogical practices that they adopt. Recognising the important role of school leadership, TALIS examines the roles of school leaders and the support that they give their teachers. Finally, TALIS examines the extent to which certain factors relate to teachers' reports of job satisfaction and self-efficacy.

The international target population for TALIS is composed of lower secondary teachers and their school leaders in public and private schools. Separate questionnaires (paper and online) for teachers and school leaders, requiring between 45 and 60 minutes to complete, were used to gather the data.

More information about TALIS can be found at www.oecd.org/talis.

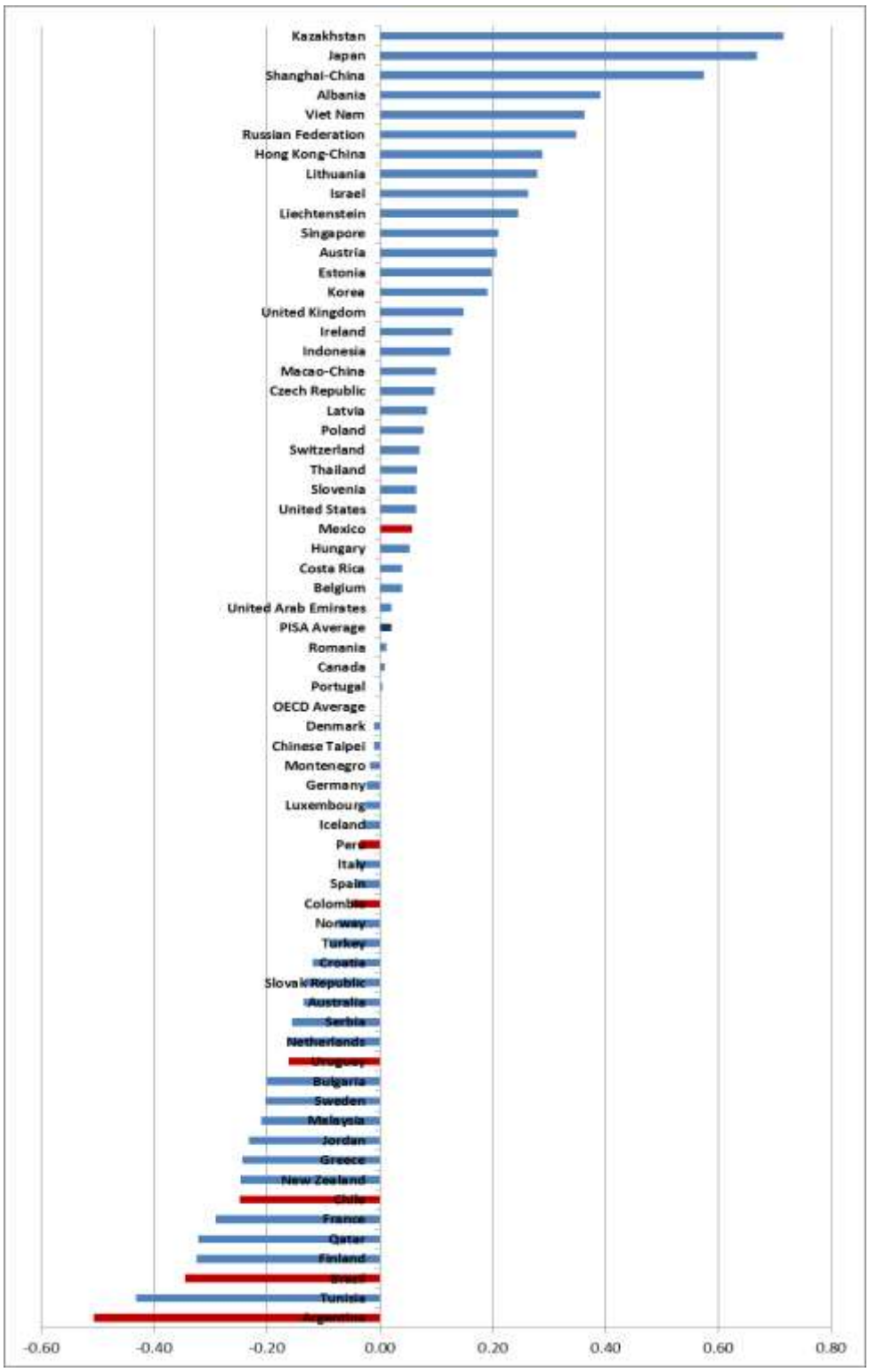
Programme for International Student Assessment (PISA)

PISA is an ongoing triennial survey that assesses the extent to which 15-year-olds students near the end of compulsory education have acquired key knowledge and skills that are essential for full participation in modern societies. PISA offers insights for education policy and practice, and helps monitor trends in students' acquisition of knowledge and skills across countries and in different demographic subgroups within each country. The findings allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere.

Paper-based tests were used, with assessments lasting a total of two hours for each student. Students answered a background questionnaire, which took 30 minutes to complete and which sought information about themselves, their homes and their school and learning experiences. School principals were also given a questionnaire to complete in 30 minutes, and which covered the school system and the learning environment.

More information about PISA can be found at www.oecd.org/pisa.

Figure 2. Index of disciplinary climate according to students - PISA 2012

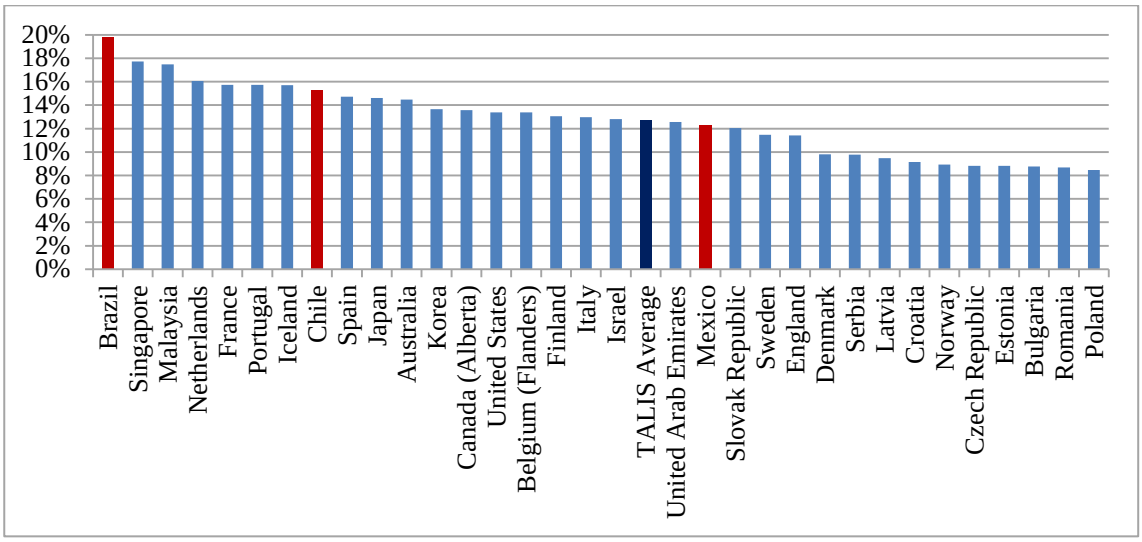


Note: Higher values on the index indicate a better disciplinary climate.

Source: OECD, PISA 2012 database, Table IV.5.6.

Student misbehaviour can be associated with negative effects on students' opportunities to learn – especially in Brazil. Among all countries that participated in TALIS in both 2008 and 2013, teachers in Brazil report spending the highest proportion of class time keeping order in the classroom (18% in 2008 and 20% in 2013, compared to the international average of 13% in both years). Chilean teachers are also among the countries in which teachers report spending higher proportions of class time with disciplinary tasks, while Mexico is slightly below TALIS countries' average, as shown in Figure 3.

Figure 3. Proportion of class time lower secondary teachers report spending keeping order in a target class - TALIS 2013



Source: OECD, TALIS 2013 database

Given this context, a study based on in-depth analyses of TALIS 2013 data from the three Latin American countries that participated in the survey – Brazil, Chile and Mexico – was conducted (Moriconi and Bélanger, 2015). The study aimed to investigate which factors are associated with time spent by teachers keeping order in the classroom and to identify the factors associated with student behaviour problems. As mentioned earlier, teachers in all three countries report having high percentages of students with behaviour problems in their classes. Besides potentially negatively affecting instructional time, student misbehaviour can be a sign of student lack of interest and lack of motivation to engage in learning. It may also influence attracting and retaining teachers in all three countries and should therefore be of great policy relevance.

The analysis yielded interesting results linking teacher education and time keeping order in the classroom. In Chile, teachers who report that the subject of the class they teach was included in their formal education also report spending less time keeping order in the classroom. In Brazil and Mexico, teachers who report that the pedagogy of the subjects they teach was included in their formal education also report spending less time keeping order in the classroom. In both cases, the hypothesis is that teachers whose formal education included the content and the pedagogy of the subjects they teach will be more prepared to teach in ways that engage students in learning, therefore reducing the need to keep order in the classroom.

The analysis also uncovered evidence linking teacher professional development (PD) and reported time keeping order in the classroom. In Mexico, teachers who participated in PD with a focus on pedagogical competences of the subject they teach and who reported a large impact of this PD on their teaching also report spending less time keeping order in the classroom. In Brazil, the higher the effective

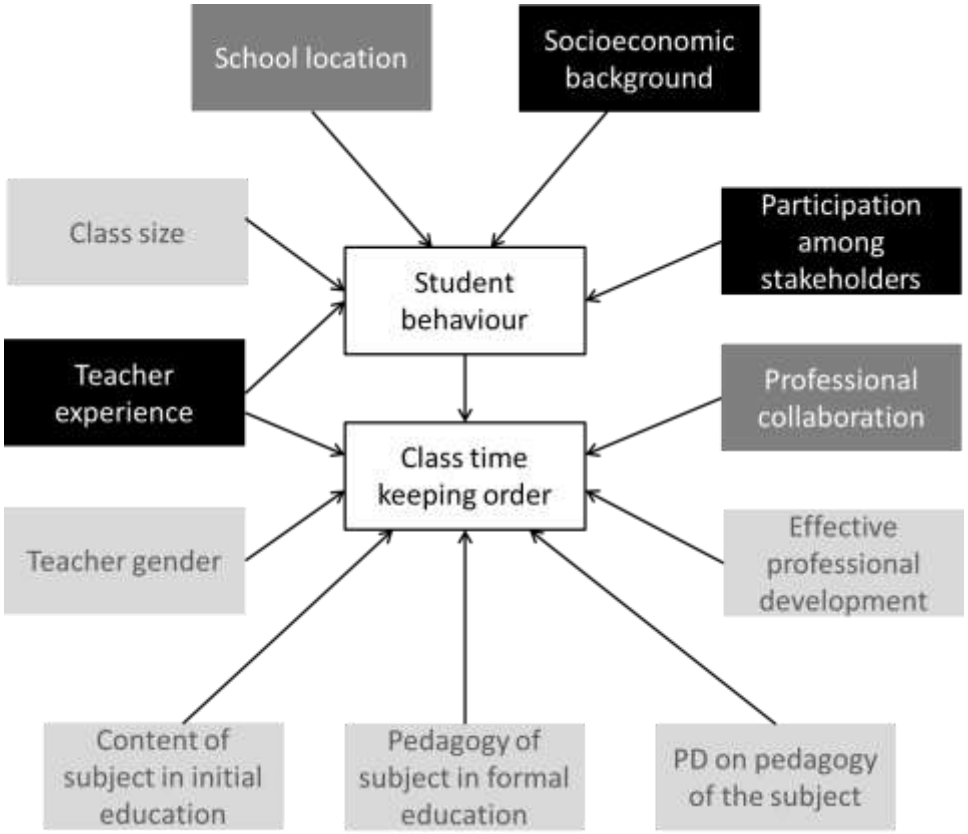
PD participation index of a teacher, the lower the reported time spent keeping order in the classroom. Thus, participating in those types of professional development may improve teachers' capacity to engage students in learning, reducing the time spent keeping order.

Professional collaboration was also found to be relevant. Teachers who report higher levels of professional collaboration in their schools also reported spending less time keeping order in the classroom in Brazil and Chile. By sharing their experiences and helping each other to find alternative ways of teaching and dealing with student behaviour, teachers may reduce the need to spend time keeping order in the classroom.

Finally, in all three countries, teachers who work in schools with higher reported levels of participation among stakeholders are less likely to report higher proportions of students with behaviour problems in their class. Schools where students, parents and staff have more opportunities to participate in school decisions, and where there is a culture of shared responsibility and mutual support, tend to have lower incidences of misbehaviour.

Figure 4 presents a framework combining the main evidence obtained from the analyses presented in Moriconi and Bélanger (2015). The boxes in black indicate the factors that were significantly associated with the variables of interest in the three countries. The boxes in a medium grey indicate the factors that were significantly associated with the variables of interest in two countries. And the boxes in light grey indicate the factors that were significantly associated with the variables of interest in one country. A complete description of the quantitative study may be found in Moriconi and Bélanger (2015).

Figure 4. Framework of main results



Source: Produced by the authors.

This paper reports on two case studies (in Ontario, Canada and in England) which were conducted following the analysis described above (Moriconi and Bélanger, 2015) in order to better understand the types of policies that may be implemented to support teachers and schools in dealing with student behaviour and improving school climate. The main purpose of the case studies is to provide policy recommendations to educational systems in which disciplinary climate is a major concern, such as Brazil, Chile, and Mexico as well as many other countries.

Defining student behaviour problems can be difficult because it can be relative and interpreted differently in different contexts. In this report, student behaviour problems are defined in a general way as behaviours which disrupt the learning of others by interrupting the flow of an activity for the whole group (Porter, 2006). As Porter explains, these disruptive behaviours are considered to be unacceptable because they violate the rights of surrounding students and their own rights given that their actions interfere with their own learning. Nonetheless, while behaviours that clearly violate the rights of others are more consensually defined as behavioural problems (e.g. physical injury, intimidation or verbal abuse), educators – both in central offices and schools – in the two educational systems visited have different perceptions related to what may be considered "low-level disruption" and in what cases it should be confronted.

On the other side, school climate is a less controversial concept, which usually refers to the learning atmosphere, attitudes, beliefs, values and norms of a school (McEvoy and Welker, 2000) and which is considered to be an aggregate of school management, relationships among staff and between students and teachers (Esposito, 1999).

This report is divided in eight sections. The second section presents a brief literature review on the use of time in schools and student engagement. The third section contains a description of the case study methodology. The fourth and fifth sections present a brief overview of the educational system and policies in place in England and Ontario. The sixth section discusses the policies and initiatives related to student behaviour in both educational systems. The seventh section presents some evidence on the effectiveness of the described policies. And the last section presents the conclusions of the case studies.

LITERATURE REVIEW

The effective use of class time affects students' opportunities to learn in the classroom. This brief literature review describes many factors that can affect the use of time in classrooms, with a special focus on student engagement and behaviour. Engaging students in the classroom is a pre-requisite for student learning and prevents disciplinary problems, which cause instructional time loss and contribute to teacher dissatisfaction and stress.

Instructional time

Instructional time is a relevant construct in the analyses focused on the use of time in classrooms and schools. It is defined as the portion of classroom time actually spent teaching students particular knowledge, concepts and skills pertaining to school subjects (Karweit and Slavin, 1981; Cotton, 1989), which can also be defined as a kind of "net measure of engaged teaching time" (Scheerens and Hendricks, 2014). TALIS measures teachers' perception of instructional time by asking them to report the percentage of class time they typically spend on actual teaching and learning.

There are many factors that may reduce the amount of time in which students are actually being taught. These factors can be divided in two groups: the ones that may occur before teaching starts – before classes or between classes – and the ones that may occur after teaching starts – during classes.

Students' opportunities to attend classes may be reduced by several factors, including parties, assemblies, medical screening, high-stakes examination, school closings due to inclement weather and teacher strikes (Smith, 1998; Karweit, 1984). In developing countries, the school's physical condition and poor infrastructure (e.g. no roof or no walls, high noise levels, lack of ventilation or heating, lack of water), natural calamities and political and social conflicts can also represent a relevant problem (EARC, 2003; Benavot and Gad, 2004; Abadzi, 2007). These types of problems still affect a part of Latin American schools, especially some schools in poorer areas of large urban cities or rural areas.

Due to low relative salaries, bad working conditions and/or difficult contexts, many educational systems also have trouble hiring and retaining teachers, also with a larger incidence in schools in poorer areas of large urban cities or rural areas (EARC, 2003). Since sometimes there is no substitute or permanent teacher to replace the one who left, students may spend days or even months without classes in a specific subject. Teacher absenteeism can also be a factor that reduces instructional time (Abadzi, 2007). According to TALIS 2013, between 18% and 21% of lower secondary teachers in Brazil, Chile and Mexico work in schools where the principal reports that teacher absenteeism occurs at least weekly, while TALIS average is 5% (OECD, 2014).

Shortages of teachers and the inability to build enough schools, or locate them in areas of high demand, also result in overcrowded classes, with potential negative impact over the use of time in the classroom. In Brazil, Chile and Mexico, even though in lower secondary the average class size is around 30 students, in some schools the average reaches 50 students in Brazil and Mexico and 60 students in Chile – according to TALIS 2013 data. This means that a significant group of teachers in these countries must engage more than 50 lower secondary students and maintain a good disciplinary climate in the classroom – which can be a very challenging task.

Besides student interruptions (e.g. disruptive behaviour, peer conflicts) and teacher interruptions (e.g. disciplinary actions, calling the office), there are other sources of lost instructional time such as administrative tasks (e.g. recording attendance, handing out school information) (Karweit, 1984; Smith, 1998); transitions; later starts and early dismissals (Hollowood et al., 1995). Smith (1998) found that, on average, the rate of non-instructional time in Chicago public schools observed in her study was 23 percent. In TALIS 2013, the average rate of non-instructional time reported by teachers ranged from 13 percent in Bulgaria to 33 percent in Brazil – with an average of 21 percent among the participant countries. The average rate of non-instructional time was 26 percent in Chile and 24 percent in Mexico.

Although there are other factors affecting time in the classroom, behaviour problems have been identified as major causes of loss of instructional time (Cotton, 1989; Ratcliff et al., 2010). TALIS 2013 results support this idea. Teachers in TALIS 2013 report spending, on average, more class time with student discipline – 13 percent of class time – than on administrative tasks – 8 percent of class time.

Experts recognise the importance of student engagement in learning not only for their own personal development but also to prevent classroom behavioural problems, which may affect other students (Canter and Canter, 1992; Prater, 1992; Porter, 2006). The next section briefly discusses factors that have been found to be related to student engagement in the classroom and which may be relevant in considering strategies to improve behavioural problems in the classroom.

Promoting student engagement in the classroom

Student engagement, in a broader sense, is usually understood as "the extent to which students identify with and value schooling outcomes, have a sense of belonging at school, participate in academic and non-academic activities, strive to meet the formal requirements of schooling, and make a serious personal investment in learning" (Willms et al., 2009, p. 7).

When it comes to promoting student engagement in the classroom, one must consider what motivates individuals to invest effort in certain learning activities, and not in others. This section examines a number of strategies that have been shown to be related to increasing student engagement in learning.

First, the work students undertake needs to be relevant and meaningful – in other words, it needs to be worthy of their time and attention (Csikszentmihalyi, 1997; Willms et al., 2009). Students will be more motivated to learn – and correspondingly less motivated to disrupt in class – when they value what they are being asked to do; that is, when it is relevant to their lives (Porter, 2006).

Also, there must be a balance between the challenge inherent in the task at hand and the skills required to accomplish it (Csikszentmihalyi, 1997). Students' expectations that they can be successful in a task require that they experience an optimal degree of challenge (not too high and not too low), so that they are confident that they can meet the demands (DiCintio and Gee, 1999). When students are presented with information and materials beyond their current skill level, they become frustrated and may engage in behaviours that avoid engagement in the lesson (Wehby et al., 1998).

Although teachers cannot deny the reality of students' skill levels, another important thing is that they must maintain high expectations of all students. This means that they must encourage all students to take risks by setting goals for themselves that extend their skills, while providing authentic feedback so that all can make progress (Porter, 2006). Kaplan, Gheen and Midgley (2002) found that where teachers emphasise demonstrating high ability and conformity with teachers' goals, the level of disruptive behaviour is higher than in classrooms where teachers emphasise the value of learning, understanding and improving over past performances.

Additionally, providing students with informative feedback fosters considerate behaviour, enhances student intrinsic motivation and sets a positive tone for the classroom (Porter, 2006). To take an instructional purpose, feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Sadler, 1989). Feedback at the self or personal level is rarely effective in terms of achievement (Hattie, 2009) and may leads students to avoid risks involved in tackling a challenging assignment (Black and William, 1998).

Regarding student engagement, relationships are important as well. Young people's social relationships at school influence both their academic progress and their psychological wellbeing, being associated with increased motivation to perform well, higher engagement in learning activities and increased prosocial and reduced antisocial behaviour (Finn et al., 2003; Rutter and Maughan, 2002). Therefore, teachers must work in ways to create and maintain healthy relationships with students and between students. Within a supportive setting, students feel safe to participate and take intellectual risks as they receive help if they need it and their worth will not be diminished if they fail (Goodenow, 1993; Osterman, 2000). In contrast, when groups are not supportive, individuals become stressed which, in turn, results in a decrease of both their effort and output (Porter, 2006). Meanwhile, much teacher time becomes expended on suppressing tensions within the group, thus reducing the time and energy available for creative teaching (Schmuck and Schmuck, 2001).

Structuring the classroom itself so that students can devote maximal time to learning and show positive behaviour is also recommended (Porter, 2006). Classrooms' physical layout helps the programme to flow smoothly – such as minimising distractions for students who find it difficult to concentrate and allowing teachers to monitor and thus respond to students who need support (Oliver and Reschly, 2007). Structuring classes should also prevent disruptive behaviour that can arise from unnecessary delays and confusion for students about what they should be doing (Porter, 2006). This may include many different strategies, such as developing a system for handing out assignments and other materials (Cangelosi, 2004), establishing the number and duration of breaks to help students to remain on-task during longer lessons and supply enough activities so students who finish individual tasks can continue to be productively engaged (Porter, 2006).

In addition, it must be highlighted that learning will not be a high priority for students whose needs for physical and emotional safety are not met, either in or out of school (Porter, 2006). Being victims of child abuse or neglect can affect students' emotional wellbeing, engagement and behaviour in school (Haynes-Seman and Baumgarten, 1998). Also, when there is tension in the school, students become uneasy, watchful, fearful (Phelan et al., 1992), emotional states which are not conducive to engagement with learning and can also lead to behavioural disruptiveness (Porter, 2006).

Finally, giving students a choice about their activities during lesson time increases their engagement and amount of learning, while reducing disruptive behaviour (Cordova and Lepper, 1996; Dunlap et al., 1994). DiCintio and Gee (1999) found that students reported being more involved when they perceived greater control over decisions and choices; conversely, they reported being less bored and less interested in doing something else.

The school and classroom contexts of course differ widely across cultures (OECD, 2014). The following section examines the Latin American literature for some insights on teachers' use of class time in this particular context.

Use of time, student engagement and behaviour in Latin American classrooms

Although there is a growing interest on how time is used inside the classrooms in Latin American schools, there are only a few studies on this topic in the region. From the three countries of interest in this

paper, only some evidence on Chile and Brazil will be presented, since this brief review did not find relevant analyses for Mexico.

The evidence from municipal schools in Chile shows that the predominant teaching style is characterised by directive pedagogy (Martinic and Vergara, 2007; Martinic, Vergara and Huepe, 2013), in which most of class time is spent by the teacher speaking to the whole class. A predominant idea is that, in a good class, the teacher does not lose control of the classroom or of the speech (Martinic and Vergara, 2007).

In those classes, most of the speech is focused on exposing content and explaining procedures and is directed to an "average student", from which we can infer that differentiated instruction is not a common practice (Martinic and Vergara, 2007; Martinic, Vergara and Huepe, 2013). A lower proportion of time is invested in questions directed to students. Questions are focused on controlling the class flow and checking information, being considered as of low cognitive complexity (González, Preiss and San Martín, 2008; Preiss, 2009).

Carnoy, Gove and Marshall (2009) compare classrooms in Brazil, Chile and Cuba based on observations of 3rd grade mathematics lessons. In their comparison, Cuban classes are considered more efficient than Chilean, and especially Brazilian classes, since less instructional time is lost due to transitions and interruptions.

They found that Brazilian students spend much more time copying instructions from the board than students from Chile and Cuba. In only a few Brazilian schools teachers use activities that were already prepared – which was commonly observed in Chile and Cuba.

This pattern of using class time helps to understand the levels of student engagement and disciplinary climate observed. Carnoy, Gove and Marshall (2009) affirm that the Brazilian sample was found to be consistently less engaged: Brazilian students were sometimes visibly bored with the class or completely off the task, getting involved in activities that had nothing to do with the class. In contrast, Cuban students were consistently engaged in classes and rarely presented body language that showed lack of interest or being bored. Between those two extreme cases, they found the Chilean students: in private schools, student engagement was similar to Cuban schools, but in public schools, the average was similar to Brazilian schools.

They point to the same difference in terms of disciplinary climate: in Cuban and Chilean private schools, the classes had more orderly climate, with fewer interruptions than Brazilian and Chilean public schools.

CASE STUDY METHODOLOGY

This paper reports the findings of two case studies. This section describes how these case studies were designed and implemented.

Questions

The case studies were guided by these four general questions for each of the two education systems studied:

- What characterises the teaching and learning conditions in this education system?
- What are the system-level policies related to student behaviour and school climate? How do they support teachers and schools in dealing with student behaviour and in improving disciplinary climate?
- How do system-level policies in the four key areas identified in Moriconi and Bélanger (2015) (initial teacher education, professional development, professional collaboration and participation among stakeholders) support teachers and schools in dealing with student behaviour and in improving disciplinary climate?
- What are examples of school-level initiatives implemented in order to improve disciplinary climate and help teachers to deal with student behaviour?

Case selection

The case selection process started by listing the countries which participated in both PISA 2012 and TALIS 2013 to examine data on disciplinary climate from both students' and teachers' perspective. Since the purpose of the case study is to learn about policies to support teachers and schools to improve classroom and school climate, one criterion for selecting the educational systems was that at least some level of problems with student behaviour and disciplinary climate be identified by students and teachers in these databases. Specifically the following criteria were used to narrow the selection of educational systems:

- systems with higher than average percentage of teachers who report having 10% or more students with behavioural problems in their class (based on TALIS 2013 data)
- systems with higher than average proportions of students who responded "every class" or "most classes" to the question "There is noise and disorder" (based on PISA 2012 data).

Because teachers from Brazil, Chile and Mexico report having higher numbers of students with behaviour problems in their classrooms, this research is primarily focused on providing policy lessons for

these countries. Additional attention is given to Brazil, where teachers report spending the highest average percentage of time keeping order in the classroom among all TALIS participants in 2008 and 2013.

Given this, another criterion for the selection of the education systems for the case studies was that these should share at least some key characteristics with Brazil and the other Latin American countries in order to provide a relevant basis for meaningful comparisons and opportunities to learn from good practices in these educational systems. These key characteristics included:

- the presence of a considerable level of poverty (at least in some areas or among some specific sub-population)

- the presence of a considerable level of diversity (not a homogeneous population in economic and cultural aspects).

A final selection criterion was to choose successful educational systems where, despite having some level of disciplinary problems and some level of poverty and diversity on the student population, there are relatively low levels of low academic achievement. The percentage of students with proficiency below level 2 in Mathematics in PISA 2012 was used as the reference for this analysis.

Canada was a good candidate for a case study as it best fits all the above criteria for the case study. Students and teachers identify higher than average disciplinary or behavioural problems, there are high levels of diversity in the student population in terms of cultural and language backgrounds, and there are sub-populations from relatively low levels of socio-economic backgrounds. Finally, Canada has the lowest percentage of students with scores below level 2 in PISA 2012, which means that the large majority of the Canadian students have learned at least the basics in mathematics by the age of 15. Given that education is governed at the provincial level in Canada, with no involvement from the federal government, the province of Ontario was chosen for the case study. Ontario has been identified as a world leader in its sustained strategy of professionally-driven reform of its education system – a reform which adopted a capacity-building approach, with strategies directly focused on improving the act of teaching (OECD, 2011). Moreover, Ontario has a Safe Schools and Student Well-Being Branch which has developed a number of strategies to promote a positive school climate, which seemed to be an interesting initiative to explore.

The second case study was also chosen based on the criteria outlined above. In England, students and teachers also identify higher than average disciplinary or behavioural problems, there are also high levels of diversity in the student population in terms of cultural and language backgrounds, and there are also sub-populations from relatively low levels of socio-economic backgrounds. In terms of academic achievement, England has the fourth lowest proportions of students with proficiency below level 2 in Mathematics in PISA 2012 among the countries in the selection list – right after Canada, Netherlands and Australia. Moreover, student misbehaviour is indicated as one of the main reasons why secondary teachers leave teaching in England, along with heavy workload, stress and government initiatives (OECD, 2005). Since this was specifically identified as an important challenge for the educational system, there are merits in examining what types of solutions have been designed and implemented in order to improve disciplinary climate in England. Another reason has to do with England's reform approach. While Ontario adopted a capacity-building approach with "layers of organisations directed towards systemic improvement", England works in a more market-based approach in which schools are assumed to improve if they are under a strong combination of autonomy and local accountability. The hope was that studying two cases with different reform approaches would enrich the research findings and provide a wider range of strategies for Brazil and the other Latin American countries to consider.

Sources of information

The sources of information for these case studies included the education systems' websites and background documentation, and a number of sites visits and interviews to gather information from system-level agencies, local boards, schools and external bodies, such as unions, universities and non-profit organisations. The Annex contains the complete list of all the visits and meetings performed in Ontario and England in order to understand details about the policies and programmes and to obtain the perception of people in charge of initiatives directly or indirectly related to student behaviour and disciplinary climate.

Particularly in the case of schools, the purpose of the visits was to provide an idea of how policies related to student behaviour are implemented and what are the school mechanisms to support teachers in this matter. In Ontario, the Ministry of Education – through its National and International Liaison – indicated schools which were considered to have been doing a good work in terms of student behaviour and school climate in Toronto. Because of the difference in the organisation of educational systems, part of the students with the appropriate age to be in ISCED 2 in some countries in Latin America (including Brazil and Mexico) would be in primary and part in secondary schools in Ontario. For this reason, one primary and two secondary schools were visited. In England, education experts were contacted and proposed four schools in London which not only were examples of good work in terms of student behaviour, but also were able to make remarkable improvements in this matter in recent years. In England, only secondary schools were visited, since they work with students from 11 to 16 years old (18 years old, if they offer sixth form).

EDUCATIONAL CONTEXT IN ONTARIO AND ENGLAND

To understand policies and initiatives regarding student behaviour and school climate, one must consider the context in which these policies have been implemented. This section presents a brief description of Ontario and England's educational context.

Educational context in Ontario

Ontario is the largest province in Canada, with an area of 415 000 square miles, and a population of more than 13.5 million, or about 25% of all Canadians. It is a highly urbanised province, with more than 85% living in urban centers.[9] In terms of diversity, 27% of Ontario students were born outside of Canada and 20% are visible minorities. Toronto, the main city in Ontario, is one of the most diverse cities in the world (OECD, 2011).

Education in Ontario[10]

The Canadian education system is characterised by decentralisation. It is the only country in the developed world that has no federal office or department of education. Each of the 10 provinces and 3 territories has its own educational structure and policies. It should be noted, however, that over 40 years ago Canadian ministries and departments of education created the Council of Ministers of Education, through which provinces and territories work collaboratively on projects and initiatives of mutual interest through a consensus-building process.

The oversight of education in the province of Ontario is divided between the Ontario Ministry of Education, covering school-level education, and the Ministry of Training, Colleges and Universities, covering vocational and higher education.

The Ontario Ministry of Education is responsible for setting the curriculum, determining many major policies for schools and providing the funding for schools.

District school boards employ school staff and appoint principals and senior administrators. They also set annual budgets and make decisions on some programmes. There is no interim level of administration between the provinces and districts in Canada – provinces and districts work directly with one another on province-wide initiatives.

The Canadian system is also internationally distinctive for its efforts to balance respect for diversity of language and religious affiliation with province-wide educational goals.

9 . This information was obtained at the Ontario official website: www.ontario.ca.

10 . This subsection is based mainly on OECD (2011) "Ontario, Canada: Reform to Support High Achievement in a Diverse Context", in *Lessons from PISA for the United States*, and OECD (2012) "PISA-15, YITS, PISA-24, and the Canadian Context", in *Learning beyond Fifteen: Ten Years after PISA*, PISA, OECD Publishing, Paris. DOI: http://dx.doi.org/10.1787/9789264172104-en.

The overall consequences of the protection of both language and religious rights are that in Ontario, four separate systems of public schools exist. This means that any given area of Ontario is served by four boards, introducing some degree of choice into the system. The four sets of locally-elected school boards in Ontario are formed by:

- 31 English public boards serving about 1.4 million students
- 29 English catholic school boards serving about 590 000 students
- 8 French catholic boards have 70 000 students
- 4 French public boards have 23 000 students.

Public education is free to all Canadians at primary and secondary levels, provided they meet various age and residence requirements.

Private schools exist, but are rare. About 93% of Canadian students attend publicly-funded institutions at primary and secondary levels. According to the Ontario Federation of Independent Schools, there are 110 000 students enrolled in private schools (run by business or non-profit organisations) in Ontario.

In general, elementary schools in Ontario provide programmes for children in junior kindergarten to grade 8 (from 4 to 13 years old), and secondary schools serve students enrolled in grades 9 through 12 (from 14 to 17 years old). Primary and secondary schools in Ontario are divided into four divisions: primary (junior kindergarten to grade 3), junior (grades 4 to 6), intermediate (grades 7 to 10) and senior (grades 11 and 12).

Teaching in Ontario[11]

Teaching is a self-regulated profession in Ontario. The Ontario College of Teachers was established in 1997 with the duty of serving teachers in three primary areas: teacher licensing, programme accreditation and member discipline. The College also sets the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession, which will guide these attributions.

A teacher must be certified by the Ontario College of Teachers to teach in Ontario's publicly funded schools. To teach "traditional" school subjects[12], a candidate must hold a degree from a post-secondary institution and a minimum one-year teacher education programme. Four-year university degrees that combine academic and teacher education courses are also accepted.

Starting in September 2015, teacher education programmes last two years and enable students to acquire knowledge and skills in many areas related to Ontario educational priorities and strategies such as using differentiated instruction and preparing students for transitions. The development of classroom management and organisation skills is also part of the list of elements to be observed by teacher education programmes according to Ontario Regulation 283/13.

To teach in the intermediate level (grades 7 to 10), the candidates must conclude a teaching programme that prepares them to teach in junior/intermediate divisions (grades 4 to 10) or

11 . This subsection is based on information from Ontario background documents, websites and interviews.

12 . Other than technological studies, which include more work-related areas such as manufacturing, construction and hospitality services.

intermediate/senior divisions (grades 7 to 12). In this teaching programme, they will be qualified to teach in at least one subject at this age level.

A certified teacher may also take additional qualification courses to acquire qualifications to teach in other divisions or subject areas. These are short term courses – of minimum 125 hours – but require previous completion of a minimum of two full university degree credit courses or the equivalent in the teaching subject.

Teachers and other school staff are employees of district school boards in Ontario. Employment and working conditions are negotiated and decided in provincial discussion tables followed by board discussion tables. Collective agreements at the local level must have all of the elements agreed to at the provincial level as well as those that were decided locally.

Besides advocating on teachers' behalf, teacher federations in Ontario also provide professional development activities, such as classroom management courses, and develop training resources, materials and tools to guide teachers in issues such as bullying prevention and promotion of equity and inclusive education.

Principals are in charge of assigning or appointing a teacher to teach a subject, teach in a division, or hold a position in a school. Although assignments should be made in accordance with teachers' qualifications, principals may at times need to assign a teacher who does not have the required qualifications but who is nevertheless considered competent to teach a particular subject or division. This may be done as long as there is a mutual agreement among the principal and the teacher.

All new teachers certified by the Ontario College of Teachers who have been hired into permanent positions to begin teaching for the first time in Ontario participate in the New Teacher Induction Program (NTIP). The programme provides one year of professional support through the following induction elements:

- orientation for all new teachers to the school and school board
- mentoring for new teachers by experienced teachers
- professional development and training in many areas, including classroom management skills.

Both new and experienced teachers in Ontario are appraised periodically: twice in the first 12 months of teaching and once every 5 years after this period. The Ontario's Teacher Performance Appraisal (TPA) is based on the idea of schools as learning communities where teachers engage in collaborative inquiries that foster continuous development. In addition, experienced teachers develop an Annual Learning Plan (ALP) in which teachers, in consultation with principals, identify strategies for development for their evaluation year and for the years between performance appraisals.

Ontario elementary teachers must provide 5 hours of instruction a day, plus an average of 16 minutes a day of supervision (halls, lunch rooms, yards), and they get an average of 48 minutes of preparation time per day. In weekly terms, this means teachers must teach for 25 hours and provide 1 hour and 20 minutes of supervision, and may use 4 hours to prepare the classes.

These 5 hours of instruction a day represent the compulsory and intended instruction time per day in Ontario elementary schools, excluding recess, scheduled intervals between classes and after class activities. Ontario's schools work in one shift, with an instructional programme beginning not earlier than 8 a.m. and ending not later than 5 p.m. except with the approval of the Minister.

The Ministry of Education has set guidelines for class size in Ontario. In 2004, the government introduced a hard cap (a firm maximum number) of 20 students per class for the primary grades (kindergarten to grade 3). As of 2013-14, all primary classes have 23 students or fewer and 90% have 20 or fewer. For all the other grades at the primary level, the average class size in the guidelines depends on the board, ranging from 18.5 to 26.1 students.

Educational context in England

With over 53 million inhabitants, England is by far the most populous country of the United Kingdom (UK), accounting for 84% of the combined total. It is the second most densely populated country in the European Union, with a density of 407 people per square kilometre. In terms of diversity, almost a quarter of England students are from an ethnic minority. London, the capital of England and of the UK, is considered a global city, due to its worldwide relevance in socio-economic aspects.[13]

United Kingdom Education System[14]

The structure of the education system in the UK is a devolved matter with each of the countries of the UK having separate systems under separate governments. There are differences between the school systems in terms of the curriculum, examinations and final qualifications. The systems in England, Wales and Northern Ireland are similar and have more in common with one another than the Scottish system, which differs significantly.

Education in England is overseen by the Department for Education and the Department for Business, Innovation and Skills. The Department for Education is responsible for education and children's services and is supported by nine agencies and public bodies. One of them is Ofsted, the Office for Standards in Education, Children's Services and Skills, who reports directly to Parliament. Ofsted inspects and regulates services which care for children and young people, and those providing education and skills for learners of all ages.

The bulk of the UK government's expenditure on school education is through local authorities (Education and Library Boards in Northern Ireland), who pass on state funding to schools and other educational institutions.

In England and Wales, publicly funded schools are referred to as "state schools". The four main categories of state school – community, foundation, voluntary-aided and voluntary-controlled – are maintained by local authorities, which have a duty to ensure there is a suitable place for every school-age child resident in their area. Each school has a governing body, made up of volunteers elected or appointed by parents, staff, the community and the local authority, which is responsible for strategic management, ensuring accountability, monitoring school performance, setting budgets and appointing the headteacher[15] and senior staff. The headteacher is responsible for the school's day-to-day management and operations and for decisions requiring professional teaching expertise.

England now has increasing numbers of schools that are publicly funded and charge no fees but are not local authority-maintained. Almost all of these are Academies, which are all-ability schools. Those set

13 . This paragraph is based mainly on information from the UK Office for National Statistics (www.statistics.gov.uk) and the Department for Education website (www.dfe.gov.uk).

14 . This subsection is based on UK (England, Scotland, Wales and Northern Ireland) Education Chapter of the 2014 Whitaker's Almanack.

15 . "Headteacher" is the term used to refer to the principal or school leader in the UK.

up before the coming into force of the Academies Act 2010 had sponsors from business, faith or voluntary groups who contributed to funding their land and buildings, while the government covered the running costs at a level comparable to other local schools. The Academies Act 2010 streamlined the process of becoming an Academy, enabled high-performing schools to convert without a sponsor and allowed primary and special schools to become Academies. All Academies now receive funding from central government at the level they would had received if still maintained by their local authority, with extra funding only to cover those services the local authority no longer provides. Academies have greater freedom over how they use their budgets, set staff pay and conditions and deliver the curriculum. Over half of state secondary schools in England are now Academies.

Most state-maintained secondary schools in England, Wales and Scotland are comprehensive schools, which admit students without reference to ability. In England there remain some areas with grammar schools, catering for students aged 11 to 18, which select pupils on the basis of high academic ability. More than 90% of students in the UK attend publicly-funded schools and receive free education. The rest attend privately-funded 'independent' schools, which charge fees, or are educated at home.

In England, primary education consists mainly of infant schools for children aged 5 to 7, junior schools for those aged 7 to 11, and combined infant and junior schools for both age groups. Secondary schools provide programmes for children aged 11 to 16 and, if they have a sixth form, for those who choose to stay on to the age of 17 or 18. From the age of 16, students may move instead to further education colleges or work-based training.

***Teaching in England*[16]**

In England, the teaching profession is regulated by the National College for Teaching and Leadership (NCTL), an executive agency of the Department for Education. It is responsible for managing the allocation of teacher training places, licensing teachers, regulating professional conduct, supporting professional development and leadership. All those attributions are guided by the Teachers' Standards.

The main routes into teaching in England are through a full-time university course, either with a teaching module or followed by a postgraduate certificate in education (PGCE), or through one of several school-based training schemes. The initial teacher training (ITT) programme takes approximately one year to complete. In school-based training schemes, trainees are selected by the school and work as part of the teaching team from day one of training. The idea is that trainees are learning from experienced colleagues and immediately putting the new skills into practice, in a similar way to student medics in hospitals.

To teach at the secondary level, teachers should possess a degree that is relevant to the subject that will be taught. If a candidate's degree subject does not link closely to the teaching subject, the ITT provider may advise him or her to take a subject knowledge enhancement (SKE) course before starting teacher initial education. These programmes are only available to those who would like to teach secondary maths, physics, chemistry, modern foreign languages, computing, or design and technology. Courses can vary from an 8-week to a 36-week programme, depending on the individual needs of the applicant. According to the Department for Education, SKE courses are run specifically to help increase the pool of individuals eligible to train as teachers in these priority subjects.

To teach in the UK candidates need to gain qualified teacher status (QTS). Once candidates complete an initial teacher training (ITT) programme, assuming they meet the Teachers' Standards, they are awarded QTS and become newly qualified teachers (NQT) ready to undertake the induction year. Induction is a

16 . This subsection is based on information from England background documents, websites and interviews.

one-year programme offered by schools for NQTs that includes two main elements: a personalised programme of professional development and support and assessments against the Teachers' Standards.

All teachers in maintained schools are also assessed against the standards on a regular basis. Observation of classroom practice and other responsibilities of teachers are assessed according to objectives set for each teacher before the start of each appraisal period. Appraisal should be designed to ensure that all teachers have the skills to carry their role effectively and to identify strengths and areas for development.

Besides being used to assess all trainees and teachers, Teachers' Standards also guide observations made by inspectors as part of Ofsted inspections of initial teacher education and of the quality of teaching and learning in maintained schools. Among other aspects, the Teachers' Standards include issues related to effective use of time and knowing how to differentiate to respond to students' strengths and needs. They also include a whole item dedicated to behaviour management.

State school teachers in England are employed by local authorities or the governing bodies of their schools, but their pay and conditions are set nationally. Academies are free to set their own salaries.

Besides their role in pay and working conditions negotiations, unions in England also produce research, consultations, guidance and training for their members. Student behaviour is one of the issues that receive particular attention being the focus of unions' policy statements and specific guidance and professional development courses.

In England, a teacher employed full-time must be available for 1 265 hours to perform such duties at such times and such places as may be specified by the headteacher. Those hours should be allocated reasonably throughout 190 teaching days in the school year. Teachers must also be available for work in up to 5 in-service training days. This gives an average of 6.7 hours per school day or around 33 hours per week.

As part of the 1 265 hours, a full-time teacher must be allowed Planning, Preparation and Assessment (PPA) not less than 10% of the teacher timetabled teaching – the time during which the teacher has been assigned to teach pupils.

There are no limits on the amount of teaching time within these hours, but the average net teaching time in England is of 695 hours in lower secondary level (OECD, 2013). This means a teacher teaches for around 18 hours, on average, per week.

In addition to these hours, a teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including, in particular, planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils. The employer must not determine how many of the additional hours must be worked or when these hours must be worked. There are no limits for additional hours for classroom teachers over and above the annual 1 265 – they just must be reasonable, according to the regulation.

In England, students in lower secondary schools had, on average, 912 hours of instruction in 2011 (OECD, 2013). This means they had less than 5 hours of instruction per day, on average.

In England, lower secondary classes have 23.9 students, on average (OECD, 2014).

System-level goals, orientations and general policies

To understand policies and initiatives regarding student behaviour and school climate, the general educational policies that have been implemented by the governments must be considered. This section presents a brief description of Ontario and England's current general educational policies, orientations and system-level goals. It does not intend to evaluate or judge the efficacy of these policies: the idea is basically to present the major political orientations under which the student behaviour and school climate initiatives were developed.

Ontario

In 2003-2004, when Ontario Premier Dalton McGuinty took office, there was not a good climate in Ontario educational system. According to Glaze, Mattingley and Andrews (2013), labour unrest and tension-filled relationships between government and educators led to eroding confidence in the public system and low morale among teachers. There had been several teacher strikes and 55 000 students left the public system in the period (OECD, 2011).

In order to have a chance to successfully move their reform agenda, the new government believed they needed to re-establish trust between the government and the profession, and between school boards and teachers.

In that matter, an aspect of the Ontario strategy that has been considered critical by most analysts is its building-capacity approach (OECD, 2011; Glaze, Mattingley and Andrews, 2013). As emphasised in OECD (2011), the idea of this approach is to work with the people you have and upgrade their skills, instead of "getting better people". This means that the change efforts should respect the professional knowledge of educators and build from it (Glaze, Mattingley and Andrews, 2013).

At that time, the new government identified some important challenges in terms of student success. Back then, only 55% of children in grades 3 and 6 met provincial standards in literacy and numeracy. In addition, only 68% of students were graduating from high school a decade ago. Also, there was some concern on performance gaps between native students and the ones participating in English-as-a-second-language programmes, between boys and girls, and between students with and without special education needs (Ontario Ministry of Education, 2014).

In response to that, the Ontario educational reform focused on three key strategic goals: increasing student achievement and graduation rates, reducing the gaps in student achievement and increasing public confidence in publicly-funded schools. They also set ambitious and long-term quantitative targets: to improve the provincial passing rate in literacy and numeracy from 55% to 75%, and to increase the high school graduation rate from 68% to 85%.

There are two main strategies to achieve the established goals: the Literacy and Numeracy Strategy, which is focused on students up to grade 6, and the Student Success/Learning to 18 (SS/L18) Strategy or simply Student Success Strategy, which is focused on students in grades 7 to 12.

The Literacy and Numeracy Strategy's main goal is to provide students with a solid foundation in literacy and numeracy, in order for them to have the widest range of choices in school and beyond. It is based on evidence that when students develop strong reading, writing and maths skills early in life, they are less likely to get discouraged and drop out of school later.

The second strategy, the Student Success/Learning to 18 (SS/L18) Strategy, is designed to ensure that every student is provided with the tools to successfully complete their secondary schooling and reach their post-secondary goals, whether these goals involve apprenticeships, college, university, or the workplace.

As part of the SS/L18 Strategy, the Ontario Ministry of Education has implemented a support system (in the form of funding, policy and legislative changes, resources and training, and consultation) to encourage the development of innovative and flexible educational opportunities that reflect regional, social, and cultural differences affecting students' learning experiences and outcomes, and to foster positive student engagement with education in a manner that respects their individual needs and circumstances.

The SS/L18 Strategy's goals are:

- To engage all secondary students in learning within publicly funded Ontario schools until the age of 18 or graduation.
- To create and enhance links between elementary and secondary, and between secondary and post-secondary pathways, whether those pathways are workplace, apprenticeship training, college, or university.
- To support all students in their education, but especially those students at risk of not graduating.
- To meet the provincial graduation rate target of 85% of all students graduating within 5 years of entering secondary school in grade 9.

According to information from Ontario Ministry of Education, the key elements of the SS/L18 are:

- A leadership infrastructure to deliver the strategy within school boards and schools.
- Engaging and relevant programming that meets a wide variety of learning needs and prepares students for the post-secondary pathway of their choice.
- Effective instruction and capacity building initiatives to increase student achievement.
- Focused interventions that are designed to support schools in reaching students who may be at risk of not graduating.
- Legislation and policy development in support of increased student success.
- Research, monitoring and evaluation that models evidence-based inquiry and decision making.

Most of these elements will be further discussed within the policies to improve student engagement and school climate. But the leadership infrastructure will be described here, since it is a base for all the other initiatives.

To address the challenge of undertaking large-scale, systemic change for grades 7-12, the Ministry of Education in Ontario established a leadership network across the province. In this network, provincial leadership is provided by External Student Success Education Officers (ESSEOs) who work regionally with other field staff. System leadership is provided by one Student Success Leader (SSL) per district school board. The SSL is a senior administrator whose responsibility is to oversee the allocation of funding associated with the strategy and to lead the implementation of specific initiatives within the strategy. School leadership is provided by a team of administrators, guidance, special education and Student Success Teachers (SST). The Student Success Teacher is a position created within the strategy, designated to:

> know and track the progress of students at risk of not graduating; support school-wide efforts to improve outcomes for students struggling with the secondary curriculum; re-engage early school leavers; provide direct support/instruction to these students in order to improve student achievement, retention, and transitions; and work with parents and the community to support student success. (Policy/Program Memorandum 137, Ontario Ministry of Education, 2005)

Their idea is that dedicated leadership at the provincial, system and school level creates a network for capacity building and support and provides the necessary drivers for implementation and change.

England

When the Prime Minister David Cameron took office in 2010, the most recent PISA results available showed that England fell from 4th in the world in the 2000 survey to 14th in science in 2006, 7th to 17th in literacy, and 8th to 24th in mathematics. The wide discrepancy between the educational opportunities available to the wealthy and the poor in England was also striking. Not only the English school system did not close gaps, but it was widening them. As evidence, the small proportion of children eligible for free school meals who made it to top universities was falling.

These were the main indicators of problems faced by the English educational system presented in The Schools White Paper 2010 "The Importance of Teaching", published by the Department for Education. In this document, the then recently nominated Prime Minister David Cameron and Secretary of State for Education, Michael Gove presented the reform plan that would be put in place in the following years.

The new government reported that teachers consistently said that their authority to deal decisively with bad behaviour was being undermined. The curriculum in place was also seen as a problem. While the qualifications being achieved by young people carried the highest value in school performance tables, many of these qualifications were not those best recognised by employers and universities (England Department for Education, 2010).

Another factor thought to be related to the poor educational outcomes was that schools' ability to do what they thought was right for their students was being constrained by government directives or improvement initiatives. Too much money and effort were being consumed by bureaucracy, both locally and nationally (England Department for Education, 2010).

It was believed that the best way England could improve its educational performance to catch up with the top performers in PISA was to learn from countries that had succeeded in closing the gap and in raising attainment for all students. In the new government perspective, the most successful countries combined a high status teaching profession; high levels of autonomy for schools; a modern curriculum; a comprehensive and effective accountability system and a strong sense of aspiration for all children, whatever their background. Therefore, reforms on this scale were considered essential for English children to get the education they deserved (England Department for Education, 2010).

Most of these elements of the reform will be further discussed within the policies to improve student engagement and school climate. But the initiatives regarding schools' autonomy and the accountability system are described here, since they affect the way all the other initiatives are designed and implemented.

The England reform was based on the idea that schools' ability to make good choices for the students they serve had been severely constrained by government interference and bureaucracy. The reform's ambition, therefore, was to help schools enjoy greater freedom and autonomy by achieving Academy status or by having schools become more autonomous institutions collaborating with each other on terms set by teachers, not bureaucrats (England Department for Education, 2010).

The main initiatives developed to increase school autonomy in England included:

- Extend the Academies programme, opening it up to all schools.
- Restore for all Academies the freedoms they originally had.
- Ensure that schools with poor results are considered for conversion to become Academies to effect educational transformation.
- Ensure that there is support for schools increasingly to collaborate through Academy chains and multi-school trusts and federations.
- Support teachers and parents to set up new Free Schools to meet parental demand, especially in areas of deprivation.

In the reform context, the local authorities remained responsible for the supply of school places, co-ordinating admissions and developing school improvement strategies to support local schools. Nonetheless, once a school becomes an Academy, it does not need to be submitted to any source of oversight from local authorities. For example, while the human resources services (e.g. staff payment) from a maintained school must be provided by the local authorities, an Academy may choose any provider – private or public – for this service. And, in the same way as schools, local authorities also have more freedom to define their role in supporting school improvement for local schools.

Although it was recognised that schools should be accountable to parents, pupils and communities for how well they perform, the new government believes they had become accountable to centrally-imposed government targets and were suffering from a compliance regime. In its attempt to create a more autonomous school system, the Department for Education proposed to make direct accountability more meaningful, making more information about schools available in standardised formats to enable parents and others to assess and compare their performance. According to them, this would increase parents' ability to make meaningful choices about where to send their children to school (England Department for Education, 2010).

As already mentioned, Ofsted has an important role in inspecting the quality of schools in England. One of the initiatives of the England reform was to refocus Ofsted inspection on schools' core educational purpose, and release outstanding schools from all routine inspection (England Department for Education, 2011). The new framework of inspection that came into force in 2011 – from which the last version was published in July 2014 – has a focus on four areas: pupil achievement, the quality of teaching, leadership and management, and the behaviour and safety of pupils (Ofsted, 2014a).

POLICIES AND INITIATIVES REGARDING STUDENT BEHAVIOUR IN THE EDUCATIONAL SYSTEMS

Ontario: Promoting positive student behaviour

In Ontario, issues related to student behaviour at the provincial level are within the responsibilities of the Safe Schools and Student Well-Being Branch at the Ministry of Education. Student well-being is a subject of continued importance in education policies in Ontario. This can be seen in the document "Achieving Excellence: a Renewed Vision for Ontario Education", released by the Ministry of Education in April 2014, ten years after the beginning of the educational reforms in Ontario.

Promoting student well-being is explicitly included in Ontario's renewed goals for education, which state that "all children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices" (Ontario Ministry of Education, 2014: 5).

According to the Safe Schools and Student Well-Being Branch, the key messages of their work are:

- A safe, respectful, caring, inclusive and accepting learning environment is essential for student achievement and well-being.
- Students need to feel safe and to have fulfilled their need to belong so they can reach their potential.
- Equitable, inclusive education is central to creating a cohesive society and a strong economy that will secure future prosperity.
- Any form of bullying, discrimination or harassment in schools is unacceptable.
- A strong legislative and policy framework, coupled with a whole school approach, are important steps in bringing about the necessary systemic change.
- The whole school community needs to be actively engaged. Everyone – system/school leaders, teachers/school staff, students and parents – has a role to play in creating safe, inclusive and accepting schools.
- Evidence shows that solutions that focus on the whole child (cognitive, social, emotional, physical), are rooted in prevention and early interventions and must be connected with day-to-day learning and classroom interaction.

Promoting initiatives to engage student and foster a positive school climate, while reviewing or implementing progressive discipline policies in the schools are essential parts of the Ontario approach regarding student behaviour.

Positive school climate

School climate and student behaviour are intimately related in Ontario's policies. According to the Ontario's Ministry of Education, "a positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions" (Ontario Ministry of Education, 2012a: 2). At the same time, the Ministry indicates that students who experience a positive school climate tend to develop a strong sense of school membership and are less likely to commit infractions. Therefore, "a positive school climate is a crucial component of the prevention of inappropriate behaviour" (Ontario Ministry of Education, 2012a).

The Ontario strategy to promote positive school climate starts by gathering data to support a whole school approach that is informed by evidence. School boards are required to administer school climate surveys to their students, parents and school staff at least once every two years (Ontario Ministry of Education, 2012a). School boards may develop their own surveys or use samples provided by the Ministry of Education.

Within this strategy, each school in Ontario must have a Safe and Accepting Schools Team. The Team should include at least one student, one parent, one teacher, one non-teaching staff member, one community partner, and the principal. They should review data from the student surveys and provide advice to the principal about school climate and safety.

One of the main initiatives to promote positive school climate in Ontario is the implementation of character development programmes:

> There are universal attributes that schools and communities value. Character development is the deliberate effort to nurture these attributes and use them as a standard against which we hold ourselves accountable. (Ontario Ministry of Education, 2008a: 3)

School boards and schools are expected to work collaboratively with stakeholders representing the diversity in the community to identify attributes that reflect the shared values of the community (e.g. respect for and inclusion of diversity, persistence, responsibility). After that, school staff can implement character development by modelling and teaching the identified attributes in all school, classroom, and co-curricular activities, and by incorporating them into their expectations for student behaviour. As in many other areas, the Ontario Ministry of Education published a document to share examples of initiatives implemented in schools (Ontario Ministry of Education, 2008b).

To promote a safe, inclusive and accepting environment, school boards are also required to establish a bullying prevention and intervention plan. Prevention policies should include teaching strategies that focus on developing skills for healthy relationships and highlighting equity and inclusive education principles throughout the curriculum in daily classroom instruction and school activities. Intervention policies must provide programmes and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. When establishing their plan, boards must solicit the views of students, teachers, principals, and other staff of the board, volunteers, parents, school councils, and the local community (Ontario Ministry of Education, 2012b).

Particularly in terms of classroom management, the Ministry of Education's suggestions to teachers regarding a positive climate include (Ontario Ministry of Education, 2013a):

- Create a shared positive learning environment by developing classroom routines and expectations collaboratively with students at the beginning of the school year. Revisit these with students throughout the year, and adjust them as needed.

- Establish classroom routines, such as a daily check-in, to benefit students who require support.

- Teach positive social skills through modelling and role play. Practise positive behaviour, and give positive feedback when a student behaves well.

- Take advantage of "teachable moments" to promptly address issues that may arise in interactions between students or in student relationships.

As part of the implementation of these initiatives, boards are required to establish and provide annual professional development programmes to educate teachers and other school staff about prevention of bullying and other inappropriate behaviour and strategies for promoting a positive school climate (Ontario Ministry of Education, 2008b, 2012a). Training should include opportunities for teachers to explore curriculum connections related to these preventive strategies and social and emotional skills (e.g. interpersonal skills, personal-management skills), and critical and creative thinking skills to help students develop healthy relationships.

These and other initiatives to foster and maintain a positive school climate are included in the resource called "Promoting a Positive School Climate: a Resource for Schools" (Ontario Ministry of Education, 2013a). The Ontario Ministry of Education developed this resource to help schools and their Safe and Accepting Schools Teams, with the aim to support and complement their work in promoting a safe, inclusive and accepting learning environment.

Student engagement

Student engagement in school is essential for individual academic success. Besides that, it also affects school climate. As highlighted by the Ontario Ministry of Education, a low sense of school engagement in students appears to be correlated with a higher incidence of emotional and behavioural disorders (Canadian Public Health Association, 2003). There are many initiatives in Ontario to foster student engagement as a way to help students stay in school and graduate. Other initiatives focus on student engagement so students feel included and accepted, which should be reflected in a positive school climate.

One of these initiatives is the Creating Pathways to Success, a career/life planning programme, based on the idea that "when students are empowered to design and plan their own lives, they are engaged, they achieve, and they find themselves applying their learning in their daily lives" (Ontario Ministry of Education, 2013b).

Within the Creating Pathways to Success programme, students in kindergarten through grade 6 are encouraged to "document" what they are discovering about themselves and their opportunities in a portfolio. As they progress through the grades, the emphasis of their planning shifts more formally to making decisions and setting goals, and to planning to achieve the goals and making transitions. In grades 7 to 12, students build on the learning reflected in their portfolio as they develop their Individual Pathways Plan (IPP) (Ontario Ministry of Education, 2013b).

Specifically in grades 7 and 8, the IPP process will emphasise planning for the transition from primary to secondary school. In this transition process, Student Success Teachers from secondary schools meet with staff from elementary schools to discuss student profiles and identify students who might benefit from a host of specific interventions, such as a strength- or interest-based timetable, a specific success plan, and the explicit assignment of a "caring adult" to ensure that the transition to secondary school is as smooth as possible. "Caring adults" monitor the student's progress and keep an eye out for any situations that may have a negative impact on the student, and then participate in the facilitation of appropriate supports and interventions for that student.

As part of the efforts to engage secondary students in schools are programmes designed to provide experiences that directly inform career/life decisions, such as co-operative education, dual credit, Specialist High Skills Major (SHSM), the Ontario Youth Apprentice Program (OYAP), and school-work transition programmes. For example, dual credit programmes allow students while still at secondary school to take college or apprenticeship courses that count towards both their secondary degree and post-secondary certificate, diploma, degree or apprenticeship certificate of qualification. In another alternative, the Specialist High Skills Major (SHSM) programme, students may acquire technical knowledge and skills related to a specific economic sector (e.g. arts and culture, business, transportation, agriculture) while meeting the requirements of the Ontario Secondary School Diploma. These and the other cited programmes are offered to students with the aims to "make their school experience more relevant for students, increase their engagement with school, and so promote higher levels of achievement and prepare students for success in their initial post-secondary destinations" (Ontario Ministry of Education, 2013b: 29).

In terms of student engagement, another hallmark of Ontario strategy is listening to the student voice. The Speak Up initiative aims to address the many means by which the voices of students can be heard and meaningful contributions can be made to decisions about schooling and education. It consists of three elements: the Minister's Student Advisory Council, Student Forums and Speak Up Projects.

The Minister's Student Advisory Council is a group of sixty students in grades 7 to 12 who are selected for positions in a council that discusses issues of importance and who meet twice annually to provide direct feedback to the elected Minister of Education. Student Forums are regionally focused sessions in which a larger sample of students are brought together to discuss and make suggestions on issues of interest of them. In Speak Up projects, students present their ideas for a project to make their school a better place to learn. If approved, they receive a grant and lead their project with the support of a project team and an adult project facilitator.

Finally, the Ontario Ministry of Education emphasises the engagement of each student in the classroom. In Ontario, an inclusive and accepting school would be one that provides its students with a wide range of opportunities and ways to learn and to practise and demonstrate their learning. This means that the learning environment, pedagogical materials, and teaching and assessing strategies must reflect the diversity of all learners. In this context, the Ministry of Education recommends the use of pedagogical strategies such as co-operative learning, the tiered approach, universal design for learning and, particularly, differentiated instruction (Ontario Ministry of Education, 2010).

> Differentiated instruction is a method of teaching based on the idea that because students differ significantly in their interests, learning styles, and readiness to learn, it is necessary to adapt instruction to suit these differing characteristics in an environment that is planned and organized to meet the needs of all students. (Ontario Ministry of Education, 2009)

When teachers use this type of strategy, they are expected to hold curriculum expectations while differentiate one or a number of the following elements in any classroom learning situation: (1) the content; (2) the process; (3) the products; and (4) the environment (Ontario Ministry of Education, 2009).

To build awareness and prepare teachers to meet the needs of all students through differentiated instruction, the Ministry of Education implemented the Differentiated Instruction Professional Learning Strategy. This strategy promoted tri-level (i.e. ministry, board, school) collaboration to foster the development and use of DI-knowledgeable facilitators to work with teams of educators through job-embedded learning opportunities (Whitley et al., 2012).

Progressive discipline

While promoting a positive school climate and positive student behaviour, schools must have in place strategies to respond properly to student inappropriate behaviour.

In Ontario, standards of behaviour for students and all other individuals involved in the publicly funded system are set in the provincial Code of Conduct. School boards also set their codes of conduct and may require principals to develop codes of conduct tailored expressly for their schools. In both cases, the development of codes must include consultation of a variety of stakeholders, such as school staff, students and parents. These codes must set out clearly what is acceptable and what is unacceptable behaviour for all members of the school community, and must also be consistent with the school board's code of conduct. Principals must develop a communications plan that outlines how these standards will be made clear to everyone, including parents whose first language is a language other than English or French (Ontario Ministry of Education, 2012c).

Ontario's school boards are required to establish policies and guidelines on progressive discipline. Board policies on progressive discipline must guarantee that responses to behaviours that are contrary to the board's code of conduct are developmentally appropriate (Ontario Ministry of Education, 2012a).

> Progressive discipline is a whole-school approach that utilizes a continuum of prevention programmes, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. (Ontario Ministry of Education, 2012a: 3)

Although progressive discipline includes adopting consequences for addressing inappropriate student behaviour, the Ontario Ministry of Education states that:

> Disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally and socio-emotionally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make better choices. (Ontario Ministry of Education, 2012a: 3)

This means that school leaders' response to student inappropriate behaviour must take account not only the nature and severity of the behaviour, but also the particular student and circumstances (e. g. the students' ability to control his or her own behaviour) and the impact on the school climate (e. g. if the student's continuing presence in the school does not create an unacceptable risk to the safety of any person) (Ontario Ministry of Education, 2010, 2012a).

One of the strategies recommended by the Ministry of Education to address inappropriate behaviour is restorative practices. In restorative practice the focus is on the harmful effects of offending, and the objective is to restore relationships. Offenders are required to meet those affected, to take responsibility for their actions, and to make amends, but they participate in the decision-making process rather than having a decision imposed on them (Drewery, 2004). Restorative conferences or restorative circles are intended to give all parties a full opportunity to describe what has happened, how they feel about it, how it has affected them, and what they see as a solution (Ontario Ministry of Education, 2010).

Within the progressive discipline approach, early intervention strategies are emphasised to help prevent unsafe or inappropriate behaviours in a school. Some examples of such strategies include ongoing communication with parents, verbal reminders, review of expectations, and written assignments with a learning component that require reflection. Nonetheless, ongoing interventions may be necessary to address underlying causes of inappropriate behaviour. Some examples in this case are meeting with the

parents, requiring the student to perform volunteer service in the school community, conflict mediation, peer mentoring, and/or a referral to counselling (Ontario Ministry of Education, 2012a).

Long-term suspension and expulsion are consequences further along the continuum of progressive discipline, according to the Ontario Ministry of Education. Therefore, they may be the response required in the case of a serious student incident (Ontario Ministry of Education, 2012a). However, being out of school does not mean that students are not learning. Boards are required to provide at least one programme for suspended pupils and one programme for expelled pupils. Schools are required to develop a Student Action Plan for every student on a long-term suspension (more than 5 school days) who intended to attend a board programme for suspended students (Ontario Ministry of Education, 2012c).

The Ontario Ministry of Education also recommends the use of assessment and planning tools to address behavioural – and also instructional – individual needs, such as the tiered approach. The tiered approach "is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are having difficulty and to plan specific instructional interventions of increasing intensity to address their needs effectively" (Ontario Ministry of Education, 2010: 40). These specific interventions may include additional instruction and support for small groups of students facing challenges in managing their behaviour in regular class or intensive programmes for students with chronic and acute behaviour needs.

Box 2. Examples of good practice for student engagement from schools visited in Ontario

Even though the schools visited in Toronto had different profiles (a secondary public school, a secondary catholic school and a primary catholic school), all of them showed initiatives to promote positive student behaviour which are very aligned with the provincial policies and guidelines.

Articulating clear and shared goals and expectations

In all the schools visited, interviewees identified student success as their major goal. In the primary school visited, teachers promote student engagement and encourage them to take responsibility for their own learning by helping them set specific goals and track their own success, by providing them with feedback and discussing what they might do differently in order to be more successful. This approach with learning goals have been applied not only regarding literacy and numeracy, but also social skills, like being respectful of their colleagues. According to the principal, in addition to making students more responsible for their learning, this also helps the classroom flow, reducing unnecessary interruptions:

> "Students take the learning expectations and think: 'How can I be that level 4 (the highest) student in that particular area? What do I need to be successful to start a lesson? I will come to class prepared, I will do my homework.' That really eliminates a lot of: 'What do I do now? What do I need?'"

Making school and classroom expectations clear to students were described as important practices by interviewees in both secondary schools. These expectations involve students acting in accordance with the character traits of the board, but also with attendance and punctuality, the achievement expectations per grade level, and issues of academic dishonesty. In one school, the expectations are communicated to students several times when the year starts: they are written in the student's agenda for parents and students to sign, teachers explain them in their classrooms, and the administration meets students to reinforce them. Also in the first days, teachers set up classroom expectations in both secondary schools. According to a vice-principal, most teachers have strategies whereby they involve students in putting together part of these expectations.

Engaging students through a variety of pathways

In both secondary schools visited, student success means engaging students in learning and preparing them for life after school, with a great emphasis on meeting the needs, interests and strengths of students. Both schools had guidance departments to assist students with their pathways, in deciding what courses needed to be taken, which programmes students could join and how students could organise their schedule. Besides experiential learning programmes, schools also offer credit recovery programmes and an after-school programme funded by the Ministry to provide extra help in literacy or numeracy. In the words of a principal:

> "To talk about student behaviour in the classroom, the biggest thing is, regardless of whether there are academic, social, emotional issues, we are really looking for students to be successful in life in addition to be successful in education."

Box 2. Examples of good practice for student engagement from schools visited in Ontario *(continued)*

Fostering positive school relationships

All the interviewees shared the opinion that in order to show positive behaviour students must feel welcomed and accepted in school, and maintain good relationships with their peers and with the staff. Having a caring adult to talk to was indicated as an important strategy to support students, regardless of being a classroom teacher, the principal or another staff member. When teachers are sponsors of clubs, for example, their relationship with students is improved not only in the clubs but also in the classroom. In the view of a principal:

> It helps to make connections with students. They see a different side of teachers. Although they are in a professional role, it is voluntary from both sides (teachers and students), so it is a different relationship. It also helps with issues of classroom management in the classes.

An important strategy to promote positive student behaviour is to teach students to deal with their feelings since they are young in regular classes, through programmes like the one described by the principal of the primary school:

> "They teach about feelings, how responding to conflicts, recognizing the steps to take, recognizing your own person and the other. There is a lot of situational role play. A lot of dialogue, engagement, reflecting, what is the proper way of doing it."

Another way to learn how to relate to others is through character education. All the schools visited had strategies to work on character traits that are common to all schools in their board. These strategies included speeches in assemblies, role playing, teachers selecting students that demonstrated the trait to be celebrated and awards. In the view of a principal, celebrating character virtues “is a proactive way of dealing with student behaviour.”

Promoting student leadership and facilitating transitions

According to the interviewees from the secondary schools, another proactive way of promoting positive student behaviour is to engage students socially, not only by participating in clubs, teams and councils, but by assuming leadership roles in the school community. For example, this includes senior students helping with the transition from primary to secondary school by being mentors of new students.

Regarding transition, one of the schools described that the contact starts when students are still in the last years of primary school, with connections with teachers to identify students that will need special support and invitations for students to visit their future school. According to the principal:

> "They start to build relationships and trust with the staff before they come to school. They start the connections, to talk about expectations in high school and to see students modelling expectations."

Supporting teachers

To support teachers to deal with all these issues related to student engagement and behaviour, all the three schools visited affirmed to have a lot of opportunities for professional development so teachers can build their capacity. This includes training on specific issues like diversity, for example, but also spending time discussing their practices in the classroom.

One of the secondary schools also had one full-time contact teacher and one full- time behaviour teaching assistant. These staff work in a room to support students identified as presenting behaviour challenges. When these students have a particularly challenging day, they can go to this room, even if it is during class time. There, they receive guidance and motivation in social and emotional areas. Schools also count on other professionals for more specialised support, such as psychologists and mental health nurses, which are shared with other schools in the board.

England: Behaviour for learning

Student misbehaviour contributes to teacher dissatisfaction and stress, affecting teachers' attraction and retention in many educational systems around the world (OECD, 2005). This is especially true in England, where:

- The fear of not being safe in school is the most common reason for pursuing another profession among undergraduates considering becoming teachers.
- Two thirds of teachers say that student misbehaviour is driving people out of the profession.
- The most frequent factor cited as a cause of classroom stress is pupils' lack of respect towards teaching staff. (England Department for Education, 2010)

The Department for Education also addresses the importance of student good behaviour as a students' right and a condition for learning:

> For parents and the majority of well-behaved pupils, good behaviour in school is important to their future success. Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying. (England Department for Education, 2010)

For both reasons – improving teacher attraction and retention and guaranteeing an environment free of disruptions to learning – student behaviour is one of the main topics in the English educational reform. As such, behaviour is one of the major themes of the White Paper, with equal status to teaching and leadership; curriculum, assessment and qualifications; new schools system; accountability; school improvement and school funding. Also, improving behaviour and attendance in schools is the focus of one of the 21 policies in which the Department for Education is directly involved. In addition, in the new and simplified framework for Ofsted inspection, behaviour and safety of pupils is one of the four areas in which schools are inspected, along with achievement of pupils, quality of teaching and leadership and management.

In terms of student behaviour, the main goal of the reforms in England is to make sure teachers and headteachers have the necessary powers to maintain student discipline. The goal is thus:

> …to restore the authority of teachers and headteachers, so that they can establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. (England Department for Education, 2010)

In order to ensure that teachers, staff and headteachers have the necessary powers to maintain discipline, the Department for Education put in place initiatives to:

- make amendments in existing laws with the purpose of increasing and clarifying school staff authority
- publish documents giving school staff and governing bodies simplified guidance in order to clarify what was already stated and what changed in the laws in terms of school staff authority in issues such as: search, screen and confiscation; use of reasonable force; detentions; and exclusions

- publish documents giving school staff simplified advice about bullying and discipline in schools, including advice on managing student behaviour in the classroom

- focus Ofsted inspections more strongly on behaviour and safety, including bullying, as one of four key areas of inspection.

In alignment with the philosophical orientation of the overall educational reform, the Department for Education affirms that effective measures to promote good behaviour are well-known to teachers and schools. They also

> …recognise that schools have always had good pastoral systems and understand well the connections between pupils' physical and mental health, their safety, and their educational achievement and that they are well placed to make sure additional support is offered to those who need it. (England Department for Education, 2010)

Therefore, headteachers must have the freedom to respond to the particular needs of their school in these areas, with only simplified guidance – but not prescription – from the central government.

Pastoral care

Pastoral care is a term generally applied to the practice of looking after the personal and social wellbeing of students. This term is more commonly used in the United Kingdom and Commonwealth countries such as Australia and New Zealand. A very comprehensive definition of pastoral care was that of the British Department of Education and Science, which states that pastoral care is concerned with:

> promoting pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers and adults other than teachers; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral and support systems; and through extra-curricular activities and the school ethos. Pastoral care, accordingly, should help a school to articulate its values, involve all teachers and help pupils to achieve success. In such a context it offers support for the learning behaviour and welfare of all pupils, and addresses the particular difficulties some individual pupils may be experiencing. It seeks to help ensure that all pupils, and particularly girls and members of ethnic minorities, are enabled to benefit from the full range of educational opportunities that schools offer. (Department of Education and Science, 1989: 3)

In a very simplistic way, the term "pastoral" is usually applied to non-academic aspects of school life. Even where there is a sought for integration between academic and pastoral, the differentiation between the functions of these two concepts endures (Best, 2002).

A summary of five pastoral tasks is presented by Best (1989):

- reactive pastoral casework undertaken on a one-to-one basis in response to the needs of children with problems of a social, emotional, physical, behavioural, moral or spiritual nature

- proactive, preventive pastoral care, often in the form of presentations or activities undertaken in tutor or form periods and assemblies, which anticipate 'critical incidents' in children's lives (Hamblin, 1978) and are aimed at pre-empting the need for reactive casework

- developmental pastoral curricula, aimed at promoting the personal, social, moral, spiritual and cultural development and well-being of children through distinctive programmes of Personal and Social Education, tutorial work and cross-curricular activities

- the promotion and maintenance of an orderly and supportive environment by building a community within the school, through extra-curricular activities, the 'hidden curriculum' of supportive systems and positive relations between all members, and the promotion of a pervasive ethos of mutual care and concern

- the management and administration of pastoral care in the form of planning, motivating, resourcing, monitoring, supporting, evaluating, encouraging and otherwise facilitating all of the above. (Best, 1999: 58-59)

Commonly, schools in England count with institutionalised pastoral systems, which are structures of positions and role definitions to manage all these pastoral tasks and provide some of them directly. Most schools have either "vertical" or "house" systems, in which students are grouped in mixed-year "houses"; or "horizontal" or "year" systems, in which students are grouped by year. But schools may also have some combination of both or other form of structure.

A secondary feature of house systems – other than the pastoral side –, in the schools where they are present, is the competition between houses. Houses compete in activities such as sports, debates and charity. Merit points for behaviour and academic achievement may also count in the houses' competition.

Two important roles in the English schools' pastoral systems are pastoral managers and tutors. Pastoral managers, which can also receive the title of Head of Year or Head of House, are responsible for the pastoral side of a group of students from a year or a house, which includes areas such as attendance, punctuality, behaviour, uniforms, contacts with parents and outside agencies, student organisation and progress, and citizenship. Pastoral managers work with tutors or form tutors, who are basically the frontline of pastoral care.

Tutors are usually responsible for supporting a smaller group of students emotionally, socially and academically. They are the ones that meet with students on a daily basis to check their attendance, check and help them to fill their planners with the tasks they must accomplish, verify their uniform, disseminate information from the school and communicate with parents. Tutors are also the ones that students look for whenever they have bullying problems, family issues, or any other emotional or social question they want to share.

In terms of school staff, teaching assistants to support teachers in the classroom are also present in most English schools. Their tasks usually include, for example, preparing material and equipment for lessons and working with small groups of students or individual students that need extra support due to instructional or behavioural challenges, which may happen in or out of a class. Their tasks can also include work with children with special educational needs. Teachers often may count with more than one teaching assistant in the classroom.

Besides teaching assistants, educational provision for students with special educational needs (SEN) in England includes specific areas in schools with specific coordinators (SENCOs) and SEN support or learning support services. Pastoral care systems may still count on many other student supports, such as career counselling and inclusion offices.

Behaviour policies in schools

Maintained schools must have their own behaviour policies in England. According to the Education and Inspections Act 2006, the measures in the behaviour policy aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

In maintained schools, the headteacher is the one with statutory powers to decide on the measures included in the behaviour policy, taking account of the governing body's statement of behaviour principles. In the case of academies and independent schools, the proprietor is the one required by law to ensure that a policy to promote good behaviour among pupils and that an effective anti-bullying strategy are drawn up and effectively implemented. So is up to the headteacher in maintained schools and the proprietors in academies and independent schools to decide if they will delegate the task and whether or not they will consult the school community when developing the behaviour policy.

School autonomy extends to how each school chooses to define bullying for the purposes of its own behaviour policy, and to decide how best to respond to the particular issues that affect their pupils. According to the Department for Education:

> The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. (English Department for Education, 2014a)

The Department for Education recommends that, in developing the behaviour policy, the headteacher should reflect on ten key aspects of school practice (English Department for Education, 2014b):

1) a consistent approach to behaviour management
2) strong school leadership
3) classroom management
4) rewards and sanctions
5) behaviour strategies and the teaching of good behaviour
6) staff development and support
7) pupil support systems
8) liaison with parents and other agencies
9) managing pupil transition
10) organisation and facilities.

All these aspects are extensively discussed in the document "Learning behaviour - the Report of the Practitioners' Group on School Behaviour and Discipline", published in 2005 by the former government.

One of the pillars of school behaviour policies, in the view of the Department for Education, is clarity. Accordingly, school staff, pupils and parents should all be aware of the standards of behaviour expected of pupils at all times. Maintained schools should publicise the school behaviour policy to staff, parents and pupils at least once a year and it must be available on a website for them to consult it. Academies and Independent schools should make the school behaviour policy available to parents on request. While Academies are not required by law to publish their behaviour policy on their website, the Department for Education affirms that it is good practice to do so (England Department for Education, 2014b).

Consistency is key term regarding school discipline in England. Charlie Taylor, the government's expert adviser on behaviour in schools, reports that headteachers of schools who succeed with some of the most deprived pupils in England agree that consistency was the most important factor for improving behaviour in their schools (English Department for Education, 2011). He emphasises that:

> Where there is inconsistency in schools, children are more likely to push the boundaries. If a pupil thinks there is a chance that the school will forget about the detention he has been given, then he is unlikely to bother to turn up. If he gets away with it, the threat of detention will be no deterrent in the future. (English Department for Education, 2011: 2)

The practices recommended by him to be adopted by teachers regarding classroom management, include (English Department for Education, 2011):

- Have clear routines for transitions and for stopping the class.
- Have a plan for children who are likely to misbehave.
- Differentiate.
- Display rules in the class and ensure that the pupils and staff know what they are.
- Display the tariffs of rewards and sanctions in class and have systems in place to follow through with all rewards and sanctions.
- Praise children doing the right thing more than criticising those who are doing the wrong thing.

As shown in these suggestions, using systems of rewards and sanctions for reinforcing good behaviour and punishing misbehaviour are central in schools' behaviour policies in England. The Department for Education affirms that schools should have a range of disciplinary measures, such as the setting of written tasks as punishments (e.g. writing lines or an essay); loss of privileges (e. g., not being able to participate in a non-uniform day); detention including during lunch-time, after school and weekends; school-based community service (e.g. tidying a classroom); extra physical activity (e.g. running around a playing field); and, in more extreme cases, use of temporary or permanent exclusion (England Department for Education, 2014b).

In any case, when a pupil misbehaves, the decision of staff member to punish must respect legislation (for example, in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable. The Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs and

disability they may have, and any religious requirements affecting them. This is the third key characteristic of a good behaviour policy in schools in England: to be fairly applied.

Specifically in the case of pupil exclusion, the Department for Education introduced a new system of independent review panels that took away the ability to overrule schools' decisions on permanent exclusion. This is one of the initiatives in order to restore headteachers' authority and improve student behaviour in England. While the policy is clear that the exclusion of pupils from a school must be used as a last resort, they believe that the possible reinstatement of an excluded pupil could undermine the headteacher's authority (English Department for Education, 2010).

Nonetheless, in cases when students are excluded from school for a fixed period of more than five days or when they are permanently excluded, students must be educated in alternative provision programmes. However, these programmes are not exclusive for students excluded from school: they serve students who have been bullied and are too scared to attend school, children who are ill, teenage mothers, etc. Part of the English Department for Education policy is to ensure that all children being educated in these alternative programmes get a full-time education, and also to improve the quality of alternative provision by giving existing providers more autonomy and encouraging new providers (English Department for Education, 2010).

Box 3. Examples of good practice for student engagement from schools visited in England

As expected in an educational system in which schools already have considerable autonomy and current policy aims to free schools from government directives, schools visited in London showed different strategies and approaches when asked about the initiatives in place to promote positive student behaviour and positive school climate. Nonetheless, some aspects were constantly cited as the keys to improve disciplinary climate in school.

Supporting the personal and social well-being of students

In all schools visited, the importance of having good pastoral care systems working to support students in all aspects outside classroom learning was highlighted. The organisation of these systems varies from school to school, but all of them have some staff working full-time and others part-time taking care of what is believed to be necessary for students to be prepared to learn, such as checking attendance, punctuality, adequate use of uniforms and the possession of material (books, planners, etc.); providing social and emotional support for students and their families; and monitoring and promoting adequate behaviour. When students are being disruptive in the classroom, there is usually someone to talk to the student outside of the class and, if necessary, to take the student to a referral class. Teaching assistants are also present in all of these schools working individually or with groups of students who present learning disabilities but also behavioural challenges. As one assistant principal affirmed:

> "Yes it is a school and we want them to be learning, and learning should be the focus, but we know that some people come to us and they are just not ready to learn because of actual stuff that is going on with their lives."

Promoting student engagement through better teaching

Focusing on good teaching to engage students on learning was also a recurrent issue during the interviews. In all the schools visited, people described constant efforts in order for teachers to develop and improve their skills on teaching and managing student behaviour. These efforts include the induction process, having weekly continuing professional development (CPD) sessions, coaching and guaranteeing opportunities for classroom observation and feedback. In the words of a deputy headteacher:

> "More importantly is the prevention of misbehaviour by good teaching. The key is what you do in the classroom. […] So we do a lot of training to try to give people those skills to do that."

In the same way, a senior pastor leader highlights the importance of teaching to reach every student:

> "If we had to give a message to another country, it would be to focus on the learning and not on the behaviour. A lot of the behaviour is because they are not able to access what others are accessing in class. So the idea is differentiating the learning, keeping the focus, making sure it is not overwhelming for students."

Box 3. Examples of good practice for student engagement from schools visited in England *(continued)*

Ensuring consistent behavioural management

Initiatives related to teacher professional development are also indicated by some schools as instruments to guarantee consistency among all school staff when dealing with student behaviour. Consistency in terms of staff expectations and responses to disruptive behaviour was pointed as a necessary condition to guarantee improvements in student behaviour in all schools visited. In the words of the same senior pastor leader:

> "If you are not consistent, you are not sending them the right messages of how they should behave."

To promote consistency, one of the schools even adopted a school-wide classroom instructional management programme. It involves a series of routines and strategies that should be applied by all the teachers in the school, in order to build self-discipline in students. For example, there are routines to start a class and strategies related to the volume of speaking in the classroom and sharing the responsibility for some classroom area with students. According to the school's deputy headteacher, more than 90% of staff voted to adopt this system and they believe it was a good decision:

> "Why behaviour improved? It is around consistency, and everybody buying into it. Because of course there will be some teachers with fantastic classroom discipline, that maybe don't need to use the strategies, but by not using the strategies they are actually undermining their colleagues who might be struggling with behaviour and this is why we need the consistency. It is very important that everyone follow the routines."

All the schools visited include the use of traditional uniforms (with blazers and ties) as part of their policies, and some of them indicated this practice also as a part of the strategies to improve student behaviour in school.

Using rewards and sanctions

From the four schools visited, three had overcome student challenging behaviour in the past few years: all of them indicated the imposition of sanctions and rewards as part of their initiatives to improve. One of the schools visited had a system of houses and included daily counting of behaviour points as a part of the competition among houses.

Providing an inviting physical environment for learning

One of these three schools works in a new building and two others are rebuilt schools, as part of a programme from the previous government called Building Schools for the Future, substituted by the Priority School Building Programme. According to an assistant officer manager:

> "It was important for giving students a fresh start. And the school is all white, with no drawings. Students are respecting it as their second home."

Engaging stakeholders and promoting student leadership

The same assistant officer manager explained that, in order to improve student behaviour in that school, they had to win the students. One of the strategies to do that was employing people from local community who had the skills to speak to young people and act as role models. Another change was the increased presence and interaction of the senior staff in the school, so students know they are there and that they care. They also started providing opportunities for students to assume some responsibilities in the school, like being ambassadors or giving speeches. According to him, it makes students feel important and it is a way to engage them. Another strategy is by consulting students on things that will affect their lives, through the student council:

> "The young people feel empowered because they see that their voices are being heard. That is another way of winning them."

SOME EVIDENCE ON THE EFFECTIVENESS OF POLICIES IN ONTARIO AND ENGLAND

The educational system of Ontario and, more recently, the educational system of England have been experimenting educational reforms with different approaches, both including initiatives related to student behaviour and disciplinary climate. Unfortunately, studies assessing specifically the empirical effects of these initiatives were not found either for the Ontario or for the England cases. Therefore, some evidence on the effectiveness of policies in both educational systems will be discussed based on available reports and data, and on information from the interviews.

As previously described, the Ontario educational reform focused on three key strategic goals: increasing student achievement and graduation rates, reducing the gaps in student achievement and increasing public confidence in publicly funded schools. Ten years after the beginning of the reform, Ontario shows continuous improvements towards its educational goals:

Figure 5. Educational results from the Ontario educational system

Year	Rates of students at provincial standard in grades 3 and 6	Graduation rates
2003-2004	58%	68%
2004-2005	62%	71%
2005-2006	64%	73%
2006-2007	63%	75%
2007-2008	65%	77%
2008-2009	67%	79%
2009-2010	68%	81%
2010-2011	69%	82%
2011-2012	70%	83%
2012-2013	71%	83%

Source: Ontario Progress Report 2014: Education and presentation from the Ontario Ministry of Education

Performance gaps between groups of students have also narrowed and, in some cases, closed. For example, elementary students participating in English as a second language programmes now perform almost as well as the general student population. Meanwhile, the achievement gap between boys and girls is narrowing, as is the gap between primary school students with special education needs and primary school students more generally (Ontario Ministry of Education, 2014).

Ontario students also perform very well in a global context, with only nine out of 65 countries showing statistically higher average scores in PISA 2012 (Brochu et al., 2013). In 2012, their reading and science achievement was similar to that in 2009, while their math performance was shown to be on the decline. The overall average mathematics score for Ontario students has steadily decreased by 16 points over the past nine years, from an average score of 530 points in 2003 to 514 points in 2012 (Brochu et al., 2013). This is beginning to be a concern not only in Ontario, but in all Canada, where the average mathematics score has decreased by 14 points over the past nine years (Richards, 2014). Nonetheless, Ontario's – and Canada's – mathematics average scores are still high in international comparison. Only ten jurisdictions had results in PISA 2012 that were statistically higher average scores in mathematics than

Ontario (Brochu et al., 2013). Also, the difference in achievement between the lowest and the highest achieving students in Ontario is lower than the OECD average and similar to the Canadian average, which can be interpreted as an indicator of equity (Brochu et al., 2013).

In terms of student behaviour, the initiatives implemented by the Ontario Ministry of Education aim to promote a positive school climate, which "exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions" (Ontario Ministry of Education, 2012a: 2). As cited before, school boards are required to administer school climate surveys every two years, but these surveys' results are discussed locally. Therefore, there are no provincial aggregate results which would permit to assess whether school climate improved or not in Ontario schools.

Another goal of the Ontario Ministry of Education is to promote positive behaviours and help students to make better choices, through their progressive discipline approach (Ontario Ministry of Education, 2012a). Even though "making better choices" may involve many different types of decisions, some data available at provincial level may offer evidence on this matter. For example, the percentage of students suspended declined from 7.03% to 3.60% from 2004-2005 to 2011-2012, while the percentage of students expelled declined from 0.09% to 0.03% during the same period.[17] The increase of the graduation rates, showed in Table 1, may also be an indication that a higher number of students are making the good choice of staying in school and finishing their basic education.

Representatives of the Ministry of Education credit the improvement in the Ontario educational indicators to the whole set of initiatives that constitute the Literacy and Numeracy Strategy and the Student Success/Learning to 18 Strategy. In their and other analysts view, not only were the programmes and projects implemented important, but the capacity-building approach played a central role in overcoming the challenge of reaching all provincial schools and classrooms (OECD, 2011; Glaze, Mattingley and Andrews, 2013).

Specifically in terms of student behaviour, specialists believe that the decline in suspension and expulsion rates was not caused by changes in safe schools policy – at least not mainly. Based on analyses of teachers' perceptions, policy texts, provincial data, and external evaluation of Student Success/Learning to 18, Winton (2012) suggests that efforts to increase graduation rates through SS/L18 may also have helped to reduce suspensions and expulsions. Winton's hypothesis is that the academic supports (e.g. credit rescue and recovery programmes, transition programmes, and close monitoring of struggling students) and the development of a caring culture (e.g. programmes emphasising positive school climate and caring relationships between students and teachers), both part of the SS/L18 strategy may have contributed to improving academic achievement of students at risk of misbehaviour. As a consequence, these initiatives would be also affecting suspensions and expulsions – perhaps to a greater extent than the adoption of a progressive discipline approach, according to Winton (2012).

Obviously, additional research is needed to support or challenge the hypothesis that the changes in safe schools policy have had little impact on suspension and expulsion rates in Ontario. In any case, as Winton (2012) affirms, these results suggest that moving from a zero tolerance approach to a progressive discipline approach does not compromise school safety and may help to reduce the number of early school leavers and increase graduation rates. Also, Winton (2012) emphasises that these policy changes have not compromised Ontario citizens' support for schools. In fact, confidence in the public education system has increased after the reform and the improving results, which was one of the goals of the Ontario reformers.

17 . According to information from http://www.edu.gov.on.ca/eng/safeschools/suspensions.html and http://www.edu.gov.on.ca/eng/safeschools/expulsions.html.

In the English educational reform, improving student achievement and closing the gap in student achievement are also priorities. Even though the Schools White Paper 2010 "The importance of teaching" does not mention goals or targets, it emphasises the ideal of catching up with the top performers in PISA, learning from countries that had succeeded in closing the gap and in raising attainment for all students (English Department for Education, 2010).

Even though the English reforms started only around four years ago, there are some international and – mostly – national data which provides a picture of how schools have been doing since then.

The Ofsted report of inspections carried out in 2013/2014 highlights the differences in inspection grades between primary and secondary schools. According to the report, primary schools in England are getting better, but improvement in secondary schools has stalled. While 82% of primary schools are good or outstanding – an increase of three percentage points over the previous year – just 71% of secondary schools are good or outstanding, a figure that has not changed since the last year. Also, the proportion of students achieving benchmark levels in Key Stage 2 tests increased from 76% to 79% in one year. In contrast, the proportion of students achieving five GCSE (General Certificate of Secondary Education) grades A* to C including English and mathematics fell to 55.9% after remaining fairly static at 58.8% in 2012 and 60.6% in 2013[18] (Ofsted, 2014b).

In terms of achievement gaps, Ofsted indicates that there has been some progress in primary schools where the gap in mathematics attainment at the end of Key Stage 2 between disadvantaged students and those from more privileged backgrounds has narrowed by seven percentage points since 2007. However, the gap in attainment for disadvantaged secondary students is only one percentage point lower than it was in 2007 (Ofsted, 2014b).

In PISA, England's performance in mathematics, science and reading has remained stable since PISA 2006. In each survey (2006, 2009 and 2012), students in England have performed similarly to the OECD average in mathematics and reading and significantly better than the OECD average in science. However, in all three subjects, England has a relatively large difference in the performance of lowest and highest achievers; this difference is greater than the OECD average. From 2009 to 2012, the gap between low and high achievers increased in all three subjects: from a slight change of 6 points in science to a larger increase of 31 points in mathematics (Wheater et al., 2014).

In terms of student behaviour, as already mentioned, the main goal of the reforms in England is to make sure teachers and headteachers have the necessary powers to maintain student discipline, so they can guarantee an environment free of disruptions to learning (England Department for Education, 2010).

In the Ofsted Annual Report of 2012/2013, concerns were raised specifically about low-level disruption in schools (Ofsted, 2013). As a consequence, in January 2014, the Ofsted revised its guidance for inspectors to raise expectations about behaviour and more closely link it with the effectiveness of leadership and management.

One year later, the Ofsted Annual Report of 2013/2014 highlighted that inspections carried out in that year identified a higher proportion of schools where behaviour and safety were less than good. Behaviour was judged to be less than good in 28% of the secondary schools inspected, compared with 21% in 2012/13. There has also been a rise in the proportion of primary schools judged as having less than good behaviour, but that proportion is still lower than for secondary schools. According to them, behaviour is

18. However, the Ofsted report warns that the changes to GCSE outcomes in 2014 should be interpreted with care, as they are to some extent brought about by the government's changes to performance tables and examinations.

not a major concern in the primary level, since "the majority of primary schools create a well-defined culture where good attendance and positive attitudes to learning are the norm" (Ofsted, 2014b: 9). On the other hand, inspections found that, in some secondary schools,

> There were irregularities in the way behaviour was dealt with across different classes and not all teachers followed behaviour policies. In secondary schools, low-level disruption increased when teaching was uninteresting, particularly where the school's ethos was not strong. Sometimes, teachers unhelpfully blurred the boundaries between friendliness and familiarity with a consequent loss of authority across the school staff (Ofsted, 2014b: 17).

Even though there has been a decrease in the number of secondary schools judged to be at least good in student behaviour from 2012/2013 to 2013/2014, it is hard to assess if student behaviour has deteriorated or remained stable in English schools, since the expectations about behaviour were raised in the guidance for inspectors.

In any case, it is important to emphasise how different the standards of student behaviour seem to be in the Ontario and England educational systems. On the one hand, the system-level policies in Ontario do not emphasise concern with low-level disruption in the classroom and in the school: the standards of student behaviour seem to be that students must be engaged in learning activities and not being disrespectful of their colleagues and teacher. On the other hand, in England, the system-level policies indicate "low-level disruption and persistent challenges to teacher authority" as problems to be addressed towards "a structured learning environment where expectations are high if they (students) are to succeed" (Ofsted, 2014b: 5). The Ofsted report "Below the radar: low-level disruption in the country's schools" provides examples of these high expectations (Ofsted, 2014c).

According to the Ofsted report, in schools inspected since January 2014 where there were concerns about behaviour, "standards were identified to have been allowed to slip in less dramatic ways, but with long-term detrimental consequences for the culture of the schools" (Ofsted, 2014c: 22). This happened when, for example: students are not required to wear school uniform; students wear their uniforms in an untidy manner; students answer back when challenged and talk over the teacher's instructions; students are slow in moving to lessons and need considerable encouragement from staff to get to lessons on time; there is social chatting and calling out; students' make casual use of foul language; students move out of their seats without permission to chat to others (Ofsted, 2014c). According to the results of an Ofsted survey, teachers and parents have similar views of behaviour standards and the need for greater consistency in applying the school behaviour policy (Ofsted, 2014c). Main types of disruption identified by teachers and parents are: talking and chatting; disturbing other children; calling out; not getting on with work; purposely making noise to gain attention; answering back or questioning instructions; and fidgeting or fiddling with equipment. Teachers also identified these other types of disruption: not having the correct equipment; using mobile devices; and swinging on chairs (Ofsted, 2014c).

LESSONS FOR LATIN AMERICAN COUNTRIES

The two case studies presented in this report provide input from the educational systems from Ontario (Canada) and England to support teachers and schools with student behaviour issues and to improve classroom and school climate. This section presents a summary of initiatives and conditions that may inspire policy makers and school leaders, especially in Latin America, to review and design initiatives to improve these areas in their educational systems and schools.

As indicated earlier, effective teaching and classroom management by teachers are essential to enhancing student engagement and hence reducing disruptive behaviour (Darling-Hammond, Wise, and Klein, 1999; Gettinger and Seibert, 2002; Oliver, Wehby and Reschly, 2011). In order to be effective in these areas, teachers need to be prepared (to know how to do it) and to have the appropriate conditions to put their knowledge and skills into practice.

In both education systems, teaching conditions are more conducive to student engagement than in most Latin American countries. Schools work in one shift and almost all lower secondary teachers work full-time in one school. They spend from 18 (in England) to 25 hours (in Ontario) teaching per week in classes with less than 25 students on average. These conditions result, among other things, in fewer lessons to prepare, less student work to correct, fewer students to give feedback to, fewer parents to communicate with. This situation gives opportunities for teachers to have a better knowledge of each individual student and to better focus on their engagement and learning. Teachers also have sufficient time for engaging in professional development and collaboration and for assuming extra tasks in the school in order to support a positive school climate, such as managing a school area (e.g. a policy), engaging in a school initiative (e. g. to give voice to students), being a tutor, leading and supporting clubs, and many other possibilities.

Pedagogical content knowledge has been consistently recognised as an important part of the knowledge base for teaching, as it "represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1987: 8). Initial teacher education programmes in both systems are focused on teaching candidates how to teach and how students learn their subject, while – or after – the candidates learn the content knowledge in an undergraduate course. To reduce the odds of having teachers with no content or pedagogical preparation in the subject, teachers may take additional university credits and short term additional courses to prepare them to teach an extra subject. Although candidates start practicing their classroom management skills during the initial education programme, this area receives more attention during the induction period – when new teachers receive individual support to learn how to work with behavioural issues. Classroom management and student behaviour are frequently approached in professional development activities by school leaders and by external organisations, such as universities and unions. They are also subject of professional collaboration activities, such as mentoring.

As already discussed, in order for students to engage in learning, they must have their basic needs met, such as physical and emotional safety, for example (Porter, 2006). Schools in both educational systems put a lot of effort to support students in non-academic aspects of their lives. This involves professionals that are part-time or full-time committed with fostering emotional and social well-being of each student through simple tasks such as checking attendance and more complex ones such as counselling. Student-support teams in schools of both systems also facilitate teachers' work in terms of

engaging students and intervening when they present inappropriate behaviour. Teachers often may count on teaching assistants or specialist teachers to help groups or individual students with learning difficulties or behaviour issues.

Moreover, in Ontario and England, student behaviour is not a teacher or school matter only. In both education systems, this is a subject under ministry or department-level attention. The standards, the approach and the strategy to work with this subject by each education system are, therefore, quite different.

In Ontario, the standards of student behaviour, in a general way, are that students must be engaged in learning activities and not be disrespectful of their peers and teachers. Promoting a positive school climate is the key to fostering positive student behaviour and preventing inappropriate behaviour. Teaching students positive skills and values which enable them to make good choices and to reflect on these choices is emphasised. Reaching and including every student is a focus of instructional and social initiatives. Student – and the whole school community – participation in school decisions are part of the process of designing and implementing school policies, including the development of the school code of conduct and classroom expectations. Within the concept of progressive discipline, when a student presents inappropriate behaviour, the focus is on a corrective and supportive approach, rather than a sole punitive one.

In England, high expectations of student behaviour include avoiding low-level disruption and respecting teacher authority. Promoting good student behaviour in schools is important for both its intrinsic value and because it guarantees a free-from-disruptions environment, so students can focus on their studies. To foster student behaviour for learning, student well-being must be promoted through comprehensive pastoral care and support systems. Meanwhile, teachers and headteachers are empowered to use their authority to maintain student discipline in schools and in the classroom. Having clear rules to regulate aspects that go from uniforms to bullying actions, and consistently applying rewards and sanctions related to them are a basic part of school behaviour policies. These policies may or may not be developed with student and parents' consultation.

There are also striking differences among the two education systems regarding policy implementation strategies. In Ontario, the Ministry of Education adopted a capacity-building approach and established a leadership network across the province, involving provincial, board and school-level leaders. Policies and programmes are developed at the provincial level with board and school staff participation, and are implemented in schools by conjoint actions of schools and boards. Unlike Ontario, in England, the Department for Education adopted a decentralised approach, promoting reforms so schools can have more autonomy to design and implement their own policies, being held accountable for their actions particularly by local actors, such as parents and the local community. The central government initiatives, therefore, focus on deregulation and giving simplified advice – and not detailed guidance – for schools to do their work.

The improvement in the Ontario educational results in the last decade suggests that at least some – if not all – of initiatives that constitute the Literacy and Numeracy Strategy and the Student Success/Learning to 18 Strategy, and also the capacity-building approach to implement these initiatives have been successful. It may be that the academic supports and the development of cultures of caring had a larger impact than the policies focused on student behaviour. In any case, the Ontario educational reform suggests that adopting a progressive discipline approach while working in all these other strategies does not compromise school safety and may help to reduce the number of early school leavers and increase graduation rates. In other words, it indicates that it is possible to increase student engagement and reduce high-level behaviour problems with strategies that focus on learning skills and values to make positive decisions and being responsible for their own success. Therefore, these strategies may be recommended for educational

systems like Brazil, which have already defined, at least formally, that developing student's intellectual autonomy and their values are among the educational goals.

On the other side, there is still no evidence that the English approach of deregulation and giving simplified advice for schools, while raising behaviour expectations for inspections, has produced positive impact over student behaviour and other educational results in national level. Nonetheless, educational systems that, as the English one, also values student discipline for its intrinsic value may be inspired by some of the initiatives implemented by the schools visited in London, which were all considered good or outstanding in student behaviour and safety. Even so, these educational systems must take into account that some of the strategies most commonly adopted by these schools, such as imposing systems of rewards and sanctions, are the subject of large debates. For example, some of the arguments against it will be that while a child educated through teacher control or under rewards and punishments may comply in the short term, it is less likely that he or she will internalise adults' values and probably learning will become only a means to an end (Porter, 2006). Arguments for using these approaches include their effectiveness for most students in terms of promoting expected behaviour and the fact that when students are discouraged, extrinsic reinforcers can help to motivate them to engage, after which their success will cause intrinsic satisfaction (Cameron, 2001). As these confronting arguments show, deciding on implementing this type of initiative will depend on the educational values and goals that should be pursued, such as student autonomy or respect for authorities, for example.

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England

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ANNEX - VISITS AND INTERVIEWS

MEETINGS FOR THE ONTARIO EDUCATIONAL SYSTEM CASE STUDY

1. Safe Schools and Student Well-Being Branch, Ministry of Education
    1. Theme: Policies and programmes related to school climate, student behaviour and student well-being
2. Student Achievement Division, Ministry of Education
    1. Theme: Strategies and initiatives that led to Ontario education improvement
3. Special Education Policy and Programs Branch, Ministry of Education
    1. Theme: Initiatives to support students who have behavioural, communicational or multiple exceptionalities
4. Teaching Policy and Standards Branch, Ministry of Education
    1. Theme: Teacher excellence initiatives
5. Leadership Development and School Board Governance Branch, Ministry of Education
    1. Theme: Initiatives to support leadership development
6. Inclusive Education Branch, Ministry of Education
    1. Theme: Equity and Inclusive Education Strategy
7. Parent and Community Engagement Office, Ministry of Education
    1. Theme: Parent and Community Engagement initiatives
8. Safe Schools and Student Well-Being Branch, Ministry of Education
    1. Theme: Urban and Priority High Schools Initiative
9. Student Achievement Division, Ministry of Education
    1. Theme: Student Success 7-12 Strategy
10. Ontario Secondary School Teachers' Federation (OSSTF)

    1. Theme: Teachers' working conditions and OSSTF's support for teachers in issues related to student behaviour

11. Ontario College of Teachers

    1. Theme: Teacher initial education and standards of practice

12. Continuing and Professional Learning - Ontario Institute for Studies in Education (OISE) - University of Toronto

    1. Theme: Teacher professional development

13. York University

    1. Theme: Teacher initial education

14. Peel District School Board

    1. Theme: District Board programmes and initiatives to support schools and teachers in issues related to student behaviour and school climate

15. Mississauga Secondary School

    1. Theme: School initiatives related to student behaviour and school climate

16. Jean Vanier Catholic Secondary School

    1. Theme: School initiatives related to student behaviour and school climate

17. Our Lady Help of Christians Catholic Elementary School

    1. Theme: School initiatives related to student behaviour and school climate

18. Pathways to Education Canada (Non-Governmental Organisation)

    1. Theme: Programme to support students from low-income communities graduate from high school and make a transition into post-secondary education

19. Roots of Empathy (Non-Governmental Organisation)

    1. Theme: Programme implemented in schools to develop empathy in children

MEETINGS FOR THE ENGLAND EDUCATIONAL SYSTEM CASE STUDY

1. The Bridge Academy
    1. Theme: School initiatives related to student behaviour and school climate
2. Lilian Baylis Technology School
    1. Theme: School initiatives related to student behaviour and school climate
3. Chestnut Grove Academy
    1. Theme: School initiatives related to student behaviour and school climate
4. Saint Paul's Way School
    1. Theme: School initiatives related to student behaviour and school climate
5. Institute of Education (IoE) – University of London
    1. Theme: Teacher initial education
6. International Education Division, Department for Education
    1. Theme: Education in England and policy priorities
7. Behaviour Management Team, Department for Education
    1. Theme: Behaviour management in school policies
8. Teaching Quality Team, Department for Education
    1. Theme: Initiatives to improve teaching
9. Office for Standards in Education (Ofsted)
    1. Theme: School inspections, with focus on issues related to teaching quality and student behaviour
10. National Association of Schoolmasters Union of Women Teachers (NASUWT)
    1. Theme: Teachers' working conditions and NAUSWT’s support for teachers in issues related to student behaviour
11. Teacher Development Trust (Non-Governmental Organisation)
    1. Theme: Teacher professional development