

Week 2 Leader Guide

Guide behaviour quietly and early

This week's focus

Keep the trial practical. Teachers rehearse quiet non-verbal responses with the AI students, then trial one subtle intervention in a named class before the team check-in.

Leader actions this week

- Ask participating teachers to complete Section 2 and choose one named class or lesson for the trial this week.
- Remind staff to rehearse with the virtual AI students before using the strategy live.
- Run the 15-minute team check-in and make each teacher bring one concrete example.
- Push the discussion beyond reflection and toward decision: which quiet moves are worth normalising?
- Capture one example of a student self-correcting without the lesson being interrupted.

What teachers complete

- Lesson 1.4 - Proximity, Cross Praise and the Bill Rogers Hand
- Lesson 1.5 - Video Examples of Techniques in Action
- Practice 2 - Practise proximity with Aanya the Distractible
- Approximate workload: about 40 minutes of online learning, one classroom trial, and one short team check-in

Why the AI practice matters

The AI rehearsal gives teachers a low-stakes way to test timing, positioning and wording before they use the strategy in a live lesson. That matters because quiet interventions depend on confidence and timing, not just good intentions.

Copy/paste staff message

This week we are focusing on subtle ways of guiding behaviour without interrupting learning. Please complete Section 2, rehearse with the AI students, then trial one quiet intervention in one named class or lesson before our short team check-in. Bring one example and pay attention to whether the student refocuses early without the lesson losing momentum.

Classroom trial

- Ask teachers to decide in advance which quiet move they will test: proximity, pause, cross praise, hand signal or another subtle cue.
- Encourage staff to intervene early, before the behaviour needs a public verbal correction.
- Prompt teachers to note what happened immediately after the cue was used.
- Ask teachers to compare whether the quiet intervention protected lesson flow better than a verbal correction would have.

Ask teachers to notice

- Did the student self-correct when the cue was subtle and early?
- Which quiet move felt most natural for the teacher?
- Did the intervention protect lesson flow better than a verbal correction would have?
- Which quiet responses are realistic for more staff to use consistently?

Recommended 15-minute team check-in

Time	Prompt	Leader outcome
3 min	What quiet intervention did you use, and what happened immediately afterwards?	Get one concrete classroom example from each teacher.
6 min	Which strategies worked best? Where did proximity, cross praise or subtle cues have the strongest effect?	Move toward the strategies that are practical in your setting.
4 min	Which two or three quiet responses are worth using more consistently across the school?	Finish with a short list worth normalising.
2 min	What will each teacher keep trying before Week 3 begins?	Reinforce continuity into the verbal-direction stage.

Evidence to capture this week

Capture	Record
Participation this week	_____ / _____ teachers completed the section and trialled a quiet intervention
One strong teacher example	
One student self-correction worth noting	
Quiet responses worth keeping	
Implication for school-wide practice	

School-wide output for this week

Agree and record	Notes
Quiet response 1	
Quiet response 2	
Quiet response 3	

Looking ahead

Next week teachers move to clear, calm verbal directions for the moments when behaviour does need to be addressed directly. By now the progression should be clear: praise first, quiet cue second, brief verbal direction when needed.