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# MENTORING SUPPORT FOR PROFESSIONAL DEVELOPMENT IN BEHAVIOUR LEADERSHIP

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Classroom behaviour management, discipline  
skills and behaviour leadership

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# Mentoring support for professional development in behaviour leadership and discipline

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For many years now I have been involved in mentoring support in schools; *elective* mentoring for professional development. The particular area of mentoring my colleagues and I engage in is focused on behaviour leadership – particularly the skills inherent in positive behaviour management and discipline practice.

One can go for years – in our profession – without having the opportunity for feedback and constructive advice based on *direct classroom observation* through supportive collegial ‘teaming’. This ‘teaming’ includes options such as team-teaching; peer-coaching; peer-support groups and professional development *directly linked to the skills of behaviour leadership in classroom (and non-classroom) settings*<sup>1</sup>.

My role in such mentorship has particularly focused on peer-coaching; enabling colleagues to reflect on their typical – *characteristic* – behaviour management practice in the classroom, and to utilise such reflection as an opportunity for on-going reflection and professional development. The basis for such reflection involves a form of team-teaching that involves the mentor working with their colleague – directly – in the classroom; in part as ‘observer’, in part as ‘coach’. This involves the mentor colleague engaging in direct *whole-class* teaching as well as on-task student support during a ‘typical lesson’.

## **Professional self-esteem**

In developing any mentoring relationship with a colleague the aim is always to respectfully support a colleague’s professional self-awareness (in their teaching, management and discipline). Making time for considered professional reflection is never easy in our busy teaching week. However, if we value professional development that includes such mentoring, we can create time-opportunities that enable colleagues to support one another. Such support can enable the kind of

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<sup>1</sup> Mentoring in non-classroom settings involves areas such as playground management; lunch-time supervision; one-to-one counselling (with children); developing behaviour management plans (one-to-one with children); mediation settings ...

relaxed 'collegial opportunity that mentor-teaching can occasion for professional reflection and professional development.

This mentoring, by its very nature, needs to be based in *elective*, mutual trust and based on the concept of 'peer-coaching' – *learning within the context of one's daily teaching / management experiences*. In this sense the mentoring emphasis is concerned with supporting a colleague's self-awareness about their management and discipline by team-teaching with them – *in their classrooms*. We can – then – see, hear and experience something of *their* normative experience as they seek to lead and teach their students. Until we see, hear and experience the dynamics with a given class group – *with* their teacher – it may be difficult to enable and support a colleague's professional self-awareness and reflection about *their characteristic behaviour leadership*.

Inviting a colleague into one's classroom (on a reasonably regular basis) carries some natural 'risk' and anxiety, as well as trust. When a colleague decides that a mentorship option has *considered* professional value, they will meet with a colleague mentor to *discuss and develop how it might work for them*.

The 'mentee'<sup>2</sup> would normally meet with their 'mentor'-colleague to clarify and discuss :

- The value, viability and utility of a collegial mentoring relationship;
- Timetable periods for colleague and mentor to work together with a given class group (this is always a challenge); how many sessions will we be able to (initially) sustain? (4, 6, 8? once or twice a week over several weeks?) ... This is always negotiated.
- What mentoring practically involves : basics such as : how the mentor colleague will be introduced to the students in the 'mentee's' class (see later); where the mentor-colleague will stand / sit during whole-class teaching time in relation to their 'mentee' colleague; how (and if, and why) the mentor might intervene in any discipline or management situations if necessary in the 'mentee's' class; at what points in a lesson the mentor might team-teach with their 'mentee' colleague (so as to model particular aspects of teaching, management or discipline); what verbal cues they will use to enable

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<sup>2</sup> I use the terms 'mentee'/'mentor' only to delineate the 'distinction' between the class teacher ('mentee') and the mentor-colleague who teams with them in the classroom and discusses, reflects and plans with them beyond the classroom setting. There is no sense of 'better than', or 'superior' / 'inferior'(!)

- How, and when, colleague feedback will be given; the nature and utility of feedback from the mentor to 'mentee' [the 'coaching' aspect (see later)];
- How we might use such feedback for on-going professional development with our 'mentee' colleague; particularly in the skills of behaviour leadership, discipline communication and student engagement in learning.
- As noted earlier, such mentorship can also extend to one-to-one behaviour interview / behaviour recovery between the class teacher and student/s. It can even extend to wider duty-of-care roles such as playground supervision / lunch supervision.

### **Introduction of the mentor-teacher by the 'mentee' to their class**

When a colleague introduces a fellow teacher (the colleague mentor) to their class (at the beginning of a lesson) the students are naturally inquisitive; perhaps (at times) 'suspicious'. 'Why is this *other* teacher in *their* class today?'

It can help if colleagues discuss (before going into the classroom) not just where they will stand at the front of the classroom (or sit, in an infant class) but also how the class teacher will introduce their mentor-colleague during the establishment phase of the lesson.

We find it helpful to say something like (in my case), "... Mr Rogers is here with us today looking at teaching and learning in a number of classes. He is interested in how we (all) learn together here ...".

Normally at this point the class teacher steps aside, as it were, and the mentor-colleague re-settles and re-focuses, the class. Then – when the students are settled – greets them 'formally' ("Good morning / afternoon") then asks the class what they, "are working on / learning together *at the moment* ..."

I have frequently worked in subject areas well outside my normal 'teacher comfort zone' as a mentor-teacher : maths , science, chemistry, languages other than English ...

At this point in the lesson I am inviting the students to share with me as the 'other teacher'. This gives the mentor an opportunity to engage with the whole class and to 'model' the sort of teaching/behaviour leadership that mentor and 'mentee' will discuss later.

During *whole-class teaching time* the mentor-colleague is (normally) standing at the front of the classroom ‘teaming’ with the class teacher. When the class teacher moves into the transitional phase (between whole-class teaching and on-task learning time) the mentor and ‘mentee’ would normally move around the room engaging/supporting students one-to-one. Even here (at this point in a class period) the ‘mentee’ and mentor have opportunities to ‘observe’ one another’s practice.

It is important to stress – yet again – that there is no concept of ‘superior’ / ‘inferior’ in any such collegial ‘mentor’ / ‘mentee’ relationships. This is a professional collegial relationship based in professional trust and focused on shared aims/objectives. The mentor will work with, and alongside, their colleague (much as a good coach would) and use direct classroom observations (later) as a means of shared awareness and reflection, professional dialogue and skill development. The observation and feedback elements are crucial to behaviour-leadership *awareness* for the ‘mentee’. They also provide a basis for conscious review and behaviour change ( in a teacher’s behaviour leadership practice).

### **Mentor-coaching : raising behaviour awareness**

Some teachers may be unaware of their typical, or *characteristic* management / discipline behaviour.

For example, during whole-class teaching time a teacher struggles somewhat with a ‘restless’ year 9 class. Several students are distractedly chatting while the teacher tries to gain whole-class attention and focus. Some students are calling out; others are a little too kinaesthetically active in their seats, fiddling with water bottles and ‘loud’ pencil cases; several students are chatting (seemingly ignoring their teacher ...) ... The class teacher seems unaware that he is pacing up and down at the front of the room and that his overly raised voice (and his ‘pacing’) telegraphs a corresponding ‘restlessness’ in his students. He is also unaware of his characteristic discipline language, such as an over-use of the ‘interrogative form’ as he seeks to settle the class : “**Can** you please stop talking?!” “**Will you** all **please** face the front and listen ...?” He also seems unaware

that when he individually targets distracting students he is – again – overly using the interrogative form :- “**Why** are you calling out Adam ...?”, “And you – yes you two – Damien and Bilal, **are you supposed to be talking now ? – I don’t think so**”.

He is also unaware that he uses frequent negative directions such as “*Don’t* lean back like that in your seat ...”, “*Don’t* talk while I’m talking ...”, “*Don’t* call out ...” Most of this behaviour (of course) arises from frustration and (in the emotional moment) is hardly open to any self-awareness in the immediacy of the moment!

During on-task learning time the class teacher also seems unaware of how he enters a student’s ‘personal space’; of how he often picks up students’ workbooks without asking ...<sup>3</sup> or how he asks students questions like ‘*Why* aren’t you working ...’, ‘*Why* haven’t you got your pens, rulers ...’, ‘*Why* haven’t you started your work yet ...’, *Why* are you out of your seat : “*Are* you supposed to be wandering around the classroom ...?”

If a student is ‘wandering’ – purposelessly as it were – a brief, quiet, *direct* question is more appropriate. “Jason, you’re out of your seat (the brief descriptive/awareness cue ...). *What* are you supposed to be doing at the moment?” A direct question (What? ..., When? ..., Where? ..., How? ...) helps focus responsibility back to the student.

nb The *unhelpful* use of interrogatives – in behaviour leadership language – is discussed at length in the support literature. (See references at the end of these briefing notes).

When a teacher is under the *normative* daily pressures of day-to-day teaching they may not be aware of their *characteristic management, and discipline, language and behaviour*. What mentoring can do is assist colleagues to be more *professionally self-aware* regarding how they use corrective/discipline language. Because the ‘mentee’ colleague has invited their mentor colleague to team with them in their classroom, the mentor will observe the ‘mentee’ colleague’s *characteristic* behaviour leadership (expressed in some of the deceptively ‘small’ ways noted earlier) and give feedback to their colleague based on direct, classroom observation.

It is this *awareness raising* that is an essential feature of professional reflection, review and opportunity for change.

<sup>3</sup> In feedback/reflection time I have often shared this observation with colleagues and they do not (immediately) see anything untoward in *simply* picking up a student’s notebook without – say – a basic, quiet and courteous, “Jason, ... do you mind if I have a look at your work thanks ...?” This is an occasion where the ‘interrogative form’ is obviously appropriate.

## Team-teaching as mentoring

The mentoring model my colleagues and I use is based within team-teaching. The mentor is introduced by their 'mentee colleague' (the host teacher) with a general introduction along these lines, eg (as in my case) : 'Mr Rogers is a visiting teacher and he'll be working in our classroom this morning. He's interested in how students and teachers work together to support positive learning ... That's his job in our school ...' (or words to that effect; see earlier p 3). The host teacher (class teacher) then steps aside (at the *front of the classroom*) and the mentor-colleague then leads the class and invites the students to share what they are learning in that subject. Eg : Addressing the class, the mentor-colleague (the 'visiting' teacher) will say something like, "I want you to share with me what you are studying, at the moment, in French (or Science, or English, or Maths or Chemistry ...). I want you to remember I'm not a French teacher, I'm an English teacher ( ... ); hands up thanks – without calling out – and please give me your first name ..."

At that point – in the establishment phase of the lesson – there is *often* calling out; or students may be talking while I seek to engage class discussion; or a student walks in late or several students are distracting with a loud pencil case or drink bottle ... This gives the mentor-colleague an opportunity to both engage the class and exercise the sort of behaviour leadership practices and skills they will discuss with their 'mentee-colleague' later. After – say – ten minutes or so of engaging the class (by discussing what they are learning in that subject) the mentor-colleague will hand back the 'formal extension' of the 'actual lesson' to the 'mentee-colleague', "Thanks everyone ... I'll now ask Mr/Ms \_\_\_\_\_ to share with you what we're focusing on today ..." At this point in the progress of the lesson the mentor teacher will stand to one side as the 'mentee' teacher then leads/teaches the class during whole-class teaching time.

All these elements of teaming (during whole-class teaching time) need to be thoughtfully discussed, prior to both teachers going in to the classroom. Later – during on task learning time – host teacher and mentor-colleague will move around the classroom (encouraging and supporting students, giving feedback etc) and both colleagues will return to the front of the classroom for lesson closure.

Later that day, mentor and 'mentee' will reflect on, and review, their shared experience. A key feature of their reflection will involve supportive feedback.

## Colleague feedback

Feedback can assist a colleague to be aware of what they *characteristically* do and say in management and discipline situations. I stress ‘characteristic’ (yet again) because I am not talking about the ‘bad-day syndrome’ that we all face; tiredness, frustration and the ‘busyness’ of our teaching day do – sometimes – contribute to the overly snappy voice, or ill-thought comment or the less effective ways in which we sometimes address behaviour issues.

When the mentor is giving feedback in these one-to-one meetings (after a classroom visit), the emphasis is always focused on *descriptive feedback* as a precursor to any suggestions about considering any new skill repertoire, or any suggestions about any changes in a colleague’s practice. It is also important that the mentor colleague discusses the nature and purpose of feedback *before any post-classroom debriefing*.

In *any* mentor-coaching relationship, supportive feedback should not appear judgmental; feedback is primarily a means to *professional self-reflection*, shared colleague discussion, understanding and a focus for appropriate change.

When giving feedback the mentor will focus only on observed teacher *behaviour* and language in the classroom (rather than focusing on suspected ‘motives’, ‘temperament’, personality, or attitude(s), of one’s colleague). Giving and receiving colleague feedback (particularly when it relates to less than effective or ineffective teaching practice) is never easy. Before entering into any mentoring relationship it is important to discuss the nature and purpose of mentoring feedback. The mentor’s ability to initiate and engage trust is crucial to any positive outcome from feedback and coaching.

The feedback will be *descriptive* in form, in order to raise – and heighten – *professional self-awareness* e.g. :-

- ~ “ ... were you aware that ...?”; (here the mentor briefly focuses on *characteristic* aspects of their colleague’s leadership behaviour observed in the lesson both positive and unhelpful aspects of teacher behaviour ...).
- ~ “ ... do you often hear yourself say things like ... (be specific) during whole-class teaching time?” (give examples). Behaviour leadership focuses on forms of language and communication; feedback about *characteristic* discipline language is a key focus of coaching.
- ~ “ ... were you conscious that ... ? (specify)”, “ ... aware of ... ? (specify)”.

For example, if a colleague is not aware that they *frequently* use unhelpful interrogatives, and negatives, in discipline contexts, mentor feedback becomes an important feature of on-going professional awareness and can enable potential skill development (see p 5).

E.g. :- “Are you aware you frequently say things like ‘**Are you** calling out ...?’, ‘**Why are you** ...?’, ‘You shouldn’t be talking now **should you...?**’; particularly during whole-class teaching time.

“Don’t talk while I’m teaching.”, “Don’t call out.”, “Don’t be silly with your ruler ...” Easy use of “don’t ...”, as a discipline cue only tells the student/s what we don’t want them to do ... (It’s the *overuse* of this, as a cue, that can create quite a negative management and relational tone).

Where possible we focus our discipline language to what we fairly expect the student/s to do. Eg :- “ ... looking this way and listening thanks ...” rather than, simply, “Don’t talk while I’m teaching ...”.

Some colleagues will still not be aware of the unhelpful nature of such language until the mentor-colleague highlights some *contrasting* management language – or approach – *and why* the *contrasting* language is a preferred form of discipline language.

A secondary question can help sharpen and focus self-reflection. Eg : “Are you aware of the *effect* that such language has ...?” (here be specific as to what has been observed in language / approach in given behaviour / discipline interventions observed in classtime).

For example, if a teacher paces up and down during whole-class teaching time, with frequent interrogative cueing, to the whole class :- “*Will you* please be quiet and listen?” “*Can you* stop talking ...?” – they may be unaware that their overly kinaesthetic movement is telegraphing corresponding restlessness in the more kinaesthetic students ... It is also worth noting that when enabling a restless class to settle and focus, *directional* language is to be preferred over ‘*interrogative cue-ing*’. When we use interrogative forms such as, “*Will you* please be quiet and listen?” “*Can you please* stop talking ...?”, “*Would you* please ...” we are, in effect, making a ‘request’. *Directional* language, expressed confidently and respectfully – with some brief tactical pausing – is more appropriate for whole-class cueing ...

Eg : “Looking this way and listening thanks ...” a brief *tactical pause* ( ... ) as the teacher scans the class group. Scanning also enables the teacher to be aware of how they are ‘coming across’ to the group *at this point* as they cue for whole-class settling and focus. It enables – brief, relational, eye-contact with their students.

We may need to repeat the whole-class cue-ing; calmly, firmly to the class – but relaxedly – (how ‘simple’ it sounds on paper!) “Looking this way and listening ( ... ) thanks.” “Thanks” is to be preferred rather than – say – “*Please* stop talking and listen.”

“Looking ...”, “Listening ...” are the key verb(al) direction(al) imperatives. As noted above; it is not a *request*.

The teacher will often need to address distracting and disruptive behaviours *while* they are cue-ing the class to settle ... These interventions need to be brief, positive, and focused on the disruptive *behaviour*. “Dean ( ... ) Brett ( ... ) you’re chatting ( ... ). Looking this way and listening thanks.”

Here the teacher is using a brief description / direction. If several students are chatting, fiddling / restless or calling out, the description / direction is focused to the group eg : “ ... A number students are calling out ( ... ). Eyes and ears this way. Thanks.”

[*Brief* tactical pausing ( ... ) by the teacher helps students to register / focus on what the teacher is saying *at that point*.]

When the class is settled – listening (or at least ‘attentionally focused’ (!) ) – *then* the teacher will briefly thank them and ‘formally’ greet the class to indicate that ‘*we’ve* now begun ...’.

I have worked with many colleagues who have tried to settle a noisy, restless, class by speaking *through* – or *over* – restless student ‘noise’, often beginning with an overly loud ‘good morning’, followed by several, loud, ‘requests’ such as : ‘Can you ***please stop talking*** and listen ...?’, ‘Will you ***please be quiet*** and listen!’

I believe we should only ‘formally’ say good morning / afternoon to the whole class *when* the class has settled and focused to their teacher at the front of the classroom /area. It is our role (our skilful role) to *enable reciprocal calmness and settling in our students*.

When initiating and sustaining *whole-class attention and focus* it is essential that the teacher communicates a confident sense of calmness, positive engagement and expectation. These skills (of whole-class cueing/settling/focusing) can be discussed with the class teacher based on the shared classroom teaming in the ‘mentee’s’ class. These skills will also have been modelled (even in very challenging classes) by their mentor-colleague during their team-teaching sessions. The ‘mentee’-colleague (the host teacher) will also have seen their mentor-colleague’s normative struggle with the mentee’s own class, yet also observed how the class responds to the ‘new’ teacher (the mentor-colleague). These shared observations become the basis for the feedback and reflection later.

Nb The core practices and skills that form the framework for on-going mentor coaching are discussed at length in the books noted at the end of these briefing notes. They are drawn from the author's case work in schools.

## Supporting behaviour-leadership change

Descriptive feedback becomes the basis for the next stage in the mentoring journey. Colleague feedback is utilized as the basis for suggested, or necessary, changes in the mentee's behaviour leadership and discipline practice. In any discussion of management and discipline practice, it is the framework of *school-wide preferred practice in discipline and management* rather than a mentor's personal discipline / management preferences (or 'style') that are the *basis* for any discussion on discipline skills. (Rogers, 2007(a) *Behaviour Management : A Whole-School Approach*. See also, Rogers (Ed.) 2002).

Some of the aspects of a 'mentee's' characteristic management behaviour may appear to be 'small' when taken individually, but taken together they can have a significant effect on student behaviour, engagement and co-operation. I have worked with many colleagues who have seen a significant change in student responsiveness, and co-operation, when their discipline language moves from frequent use of directions expressed in "don't ..." to positive directions, focused on the expected behaviour. "do ..." e.g. : "Hands up without calling out – thanks ... " rather than : "Don't call out"; or from :- "No you can't because ..." to "Yes you can when ..." or "When ... then" (conditional / choice language). Moving from a negative to a more positive 'conditional' language can be a significant change for some teachers. Of course, language is *always* affected and mediated by our characteristic tone of voice, manner and intent. Students will read our *intent* and relational manner as significantly as they 'hear' our language.

Aspects of teacher leadership behaviour like *characteristic* loudness of voice usage, 'timbre' and clarity, proximity awareness, and body language awareness (e.g. 'open hand' rather than 'pointing finger') can also be supportively reflected on, assessed and refocused through mentor-coaching. As the 'mentee' takes on new skill repertoire, the mentor – again – uses on-going feedback (and their own modelling in their colleague's classroom) to enhance and consolidate new skill repertoire.

I have been in many classes (as a mentor-colleague) where I have experienced significantly disruptive behaviours *while I am teaching* (in the team-teaching context with my 'mentee' colleague).

When my colleagues see my struggle (my normative struggle) with those students who challenge, confront, argue, at times swear and (on rarer occasions) behave aggressively it gives them a sense of shared experience and even of hope.

One of the most common things a colleague will say to me after we have worked together with a very challenging class is, " *...it's not just me is it?*"

In that 'normative struggle' with a challenging class I am seeking (as mentor colleague) to also establish my teacher leadership (as the 'other teacher') with this new class. Some students will exhibit their habituated patterns of behaviour, whether it is repeated talking-while-the-teacher-is-talking; frequent calling-out; 'grand-standing behaviours'; smart-alec replies; argumentative behaviours; task-avoidance/ refusal ...

By being there with one's colleague, in their own class(es) (existentially) we can (in part) see, hear and experience their 'normative' struggle as it were. Our colleague is more likely – then – to listen to us when we share together later. It also gives that realistic shared perspective for discussing possible strategies to engage and support the more challenging students.

If you have ever learned to play a new sport or develop any new skills you will remember how there was natural discomfort, as well as challenge, in the development of those skills. So too, in any changes we make in behaviour leadership. We can recall how the speech, behaviour, actions – and even thinking patterns – we were encouraged to develop did not feel 'easy' or 'natural' at first; this is normal. The mentor will encourage their 'mentee'-colleague to persevere with their 'new' skill repertoire until it becomes naturally 'theirs'.

In any area of 'coaching' the person on the receiving end of the (hopefully supportive) coaching knows that they will improve with the experienced insight, observational feedback, modelling,

rehearsal and support offered by their mentor-colleague. It is disconcerting to see a struggling teacher continue in ineffective teaching and management for want of some on-going mentoring support.

In on-going mentor visits and (later) discussion and feedback mentee colleagues often say things like, “Now I know what you mean by *tactical ignoring ... take-up-time, descriptive directional language cues ...*”

They have seen – palpably – with ‘their’ students the sorts of skills referenced in workshops or notes or books. Now, in their class, existentially the skill takes on context reality.

Of course the ‘mentee’-colleague needs to see both need and value, in such a mentor-coaching relationship with a fellow teacher. Many colleagues have noted, however, that while they were initially quite nervous at embarking on such a ‘journey’, they became *professionally* conscious of less effective and ineffective teacher behaviours and learned a range of new skills and understandings that enhanced their teaching and management (Rogers, 2002b/2012). A colleague recently pointed out to me how he had noticed that his wandering around the room *while* giving whole-class directions had an unsettling effect on whole-class attention. This was not something he was consciously aware of before the mentoring journey. He subsequently became more focused on how to *thoughtfully* give whole-class instructions and how to ‘calm’, focus and better engage his class (following supportive collegial feedback from ‘his’ mentor). A ‘small’ (deceptively small) aspect of his overall behaviour had a surprisingly positive effect on the class group and – correspondingly – on his professional self-esteem.

When developing any mentor-coaching in a school it is crucial to stress that it is a feature of one’s *overall professional development*; it is not a way of identifying ‘struggling teachers’. Any invitation to engage in a mentorship has to be *elective* (even when invited) and it should always be linked to professional development *within whole-school preferred practices in behaviour leadership*, [Rogers, 2007(a). See particularly chapter 2 : Preferred Practices]. See also Rogers, 2015.

One’s on-going teaching and behaviour leadership practice can always benefit from colleague mentoring. I encourage you to consider how you might develop and utilize such colleague mentoring in your school.

See also :-

- ROGERS, B. (2007a) *Behaviour Management : A Whole School Approach*. Sydney : Scholastic Second Edition. (In the U.K. published by Sage Publications : London, 2007.)
- ROGERS, B. (2007b) *Cracking the Hard Class : Strategies For Managing the Harder Than Average Class* Sydney : Scholastic. (In the U.K. published by Sage Publications : London, 2007.)
- ROGERS, B. (2002) *I Get By With a Little Help ... Colleague support in schools*. Melbourne : A.C.E.R. Press. Published in the U.K. (2006) Sage Publications. (This is a seminal text for mentor-team leaders.)
- ROGERS, B. (2015) *Classroom Behaviour : A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support* London : Sage Publications Major 4<sup>th</sup> Edition.
- ROGERS, B. (Ed) (2002) *Teacher Leadership and Behaviour Management* London : Sage Publications. (This is a very useful book for mentors / and team-leaders / heads of Department ...)
- Available in Australia via :- *Footprint Books*  
1/6A Prosperity Pde  
Warriewood NSW 2102 (02) 9997 3973  
[www.footprint.com.au](http://www.footprint.com.au)
- ROGERS, B. (2012) *The Effective Guide to Managing Teacher Stress* London : Pearson Education.

\*Also available (on request) are the notes on *Structured Role-Play for Behaviour-Leadership Skills*.

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See also [www.billrogers.com.au](http://www.billrogers.com.au)

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