Engagement. How are we managing behaviour?
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Research output: Chapter in Book/Report/Conference proceeding › Chapter

Abstract
Reflective Teaching in Early Education is the definitive textbook for reflective professionals in early education, drawing on the experience of the author team and the latest research, including the Teaching and Learning Research Programme (TLRP) findings. It offers extensive support for both undergraduate and postgraduate students and career-long professionalism for early years practitioners working in pre-schools, child care settings and the first years of primary schools.

Part II: Creating Conditions for Learning
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Fingerprint
Dive into the research topics of 'Engagement. How are we managing behaviour?'. Together they form a unique fingerprint.
Driving employee engagement could be one of the most important changes you make for your organisation that impacts your bottom line. In fact, companies with engaged employees perform 202% better than those with disengaged teams, research shows. What drivers of engagement are you most keen to improve on over the next 12 months? 

1. Identify the drivers of employee engagement. Despite what many people leaders may think, motivating employees takes far more than just remuneration and staff perks. The factors that drive engagement also can't be applied with a broad stroke: they differ based on organ How engaged are UK employees? Assessing and measuring employee engagement. How to build an engaged and motivated workforce. Employee engagement brings together and repackages older and more established concepts, in particular work motivation and organisational commitment. Other relevant concepts include job satisfaction, passion and enthusiasm, identifying with one's work, playing to one's strengths, absorption and energy in doing work, citizenship behaviour, and shared purpose or alignment to strategy. There's no common understanding of employee engagement. For example, the 2009 MacLeod Review found over 50 definitions! If we do not get managing behaviour right, we will not be able to provide children with the quality of education they deserve. It should therefore surprise no one that we are concerned with ensuring that we know and inspect behaviour well. This is why we now have a separate 'behaviour and attitudes' judgement in the new education inspection framework (EIF), but also why we are running a programme of research to study how schools are managing challenging behaviour. In this commentary, we report on the first phase of this programme. Our 2014 research.