| Early Years Undergraduate Year 1 | | | |
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| **Week 3 Strand Focus: Behaviour** | | | |
| The ITE Curriculum is a joint venture between university-based learning and learning through practice in schools. Based on the Core Content Framework, please reinforce what the trainees have learned by putting this in context in schools | | | |
| The ITE Curriculum in University | | | |
| *Learn That…* | | *Learn How…* | |
| Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils | | To use early and least intrusive interventions as an initial response to low level disruption. | |
| Teachers can influence pupils’ resilience and beliefs about their ability to succeed by ensuring that all pupils have the opportunity to experience meaningful success | | To establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom | |
| Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning | | To use consistent language and non-verbal signals for common classroom directions. | |
| Pupils are motivated by extrinsic factors (related to recognition and reward) and intrinsic factors (related to identity and values). | | To discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically | |
| Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. | | To respond consistently to pupil behaviour | |
| The ITE Curriculum in school | | | |
| *Mentor/Behaviour Lead to work on with the trainee* | | | |
| Look at the school’s behaviour policy. Observe effective class behaviour systems around school. | | Discuss the range of factors that affect children’s behaviour. How can these be supported? | |
| Discuss how to establish a ‘predictable and secure’ environment and the benefit this can have on SEN children | | Discuss the importance of creating a culture of mutual trust and respect to foster effective relationships with children. | |
| Observe early and inobtrusive responses to behaviour. Discuss ways to identify and techniques to respond including voice, posture and non-verbal strategies | | What does consistency mean in relation to behaviour? Is this the same as fairness? | |
| Composite knowledge/understanding/skills | | | |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** |
| Pupil investment in learning is also driven by their prior experiences, developing self-identities and perceptions of success and failure.  Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring that all pupils have the opportunities to experience meaningful success. | How to be a positive role model; apply the school behaviour policy fairly and set clear, challenging  Expectations  That all pupils need to recognise their ability to succeed. | | Develop ideas for classroom strategies that aim to create a safe, supportive and inclusive environment for all children.  Create and develop explicit teaching  routines and motivating dialogue that  maximises learning and pupil engagement. |