Primary Initial Teacher Education: Curriculum Plan

# BEHAVIOUR STRAND: Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

# Curriculum Intent:

*Through a wide variety of behaviour and classroom management approaches developed through government guidance, academic literature, discussion, observation, professional practice and reflection, students will continually build upon knowledge and skills to foster future classrooms that promote fairness, respect and kindness towards others. Positive behaviour and effective classroom management underpin successful learning environments that nurture each and every child. University and school partnerships will work together to support students so that knowledge of theory and skills can be directly translated into high quality classroom practice.*

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * Some of the aspects which might affect children’s behaviour including resilience and self-esteem (LT 7.3, LT 7.5) | * Use early and least intrusive interventions as an initial response to low level disruption. (LH 7.2, LH 1.3) |
| * That they must work alongside colleagues as part of a wider system for supporting children’s behaviour. (LT 1.5, LT 8.2, LT 8.6) | * Use consistent language and non-verbal signals for common classroom directions. (LH 7.1, LH 1.4) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  Pupil investment in learning is also driven by their prior experiences, developing self-identities and perceptions of success and failure.  *By the end of this phase trainees will* ***understand:***  That there is a range of factors that affect pupil behaviour both within and outside the classroom.  *By the end of this phase trainees will* ***be able to:***  Develop ideas for classroom strategies that aim to create a safe, supportive and inclusive environment for all children. |
| * That a variety of influences impact on pupils’ behaviour (LT 7.2, LT 5.1, LT 7.7, LT 1.3, LT 1.6) |
| * The need for knowledge, understanding and consistency of approach when utilising school behaviour policies. (LT 7.2, LT 1.4) |
| * The importance of their own behaviour in managing the classroom and how to regulate their own emotions. (LT 7.2, LT 1.4) |
| * Areas that lead to organised and practical classroom management strategies (LT 4.2, LT 1.3, LT 7.1) |
| * The importance of developing positive relationships, motivation, and use of rewards. (LT 1.1, LT 1.2, LT 1.5, LT 7.5, LT 7.6) |
|  | **Research, literature and resources supporting curriculum design of Phase 1 and 2.**  O'REGAN, F., 2021. *Supporting Behaviour in the Classroom*. London: Corwin.  EEF, 2021. Improving Behaviour in Schools Guidance Report. *https://educationendowmentfoundation.org.uk/* [online]. Available from: <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf>  KERN, L. and CLEMENS, N., 2006. Antecedent strategies to promote appropriate classroom behaviour. *Psychology in the Schools* [online]. 44 (1), pp. 65-75. | **Assessment Pertaining to Phase 1**  Multiple-choice questionnaire  **Assessment Pertaining to Phase 2**  Low-level behaviour record sheet to use with small groups on placement |
| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That teachers are role models who can influence the attitudes, values and behaviours of pupils. (LT 1.1, LT 1.2) | * Use voice, posture and non-verbal strategies to address low level behaviour. (LH 7.1, LH 1.4) |
| * How to set clear behavioural expectations and routines that establish a consistent and inclusive learning environment. (LT 1.3, LT 1.4) | * Engage with the school behaviour policy and the routines, sanctions and rewards associated with it. (LH 7.2, LH 1.4) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  How teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour.  *By the end of this phase trainees will* ***understand:***  How to be a positive role model; apply the school behaviour policy fairly and set clear, challenging expectations.  *By the end of this phase trainees will be* ***able to:***  Create an effective, supportive and safe learning environment. |
| * The need to respond effectively to any behaviour or bullying which threatens a pupil’s emotional safety. (LT 7.2, LT 7.5) |
| * The importance of creating a culture of mutual trust and respect to foster effective relationships. (LT 1.5) |
| * The need to create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of daily routines. (LT 4.1) |
| * That building effective relationships is easier when pupils believe their feelings are understood. (LT 7.5) |
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| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to effectively check pupils’ understanding of instructions, tasks and accomplishments. (LT 4.2, LT 4.6) | * Construct manageable, specific and sequential instructions. (LH 4.2, LH 1.3) |
| * The principles of Growth Mindset and how this supports behaviour. (LT 4.1, LT 1.1, LT 6.6) | * Recognise effective school and classroom routines and develop ideas for successful adaption and application. (LH 7.1, LH 7.2, LH 1.4) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  That teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring that all pupils have the opportunities to experience meaningful success.  *By the end of this phase trainees will* ***understand:***  Building effective relationships is supported when pupils’ feelings are considered and understood.  *By the end of this phase trainees will be* ***able to:***  Create and develop explicit teaching routines and motivating dialogue that maximises learning and pupil engagement. |
| * That establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1, LT 1.4) |
| * Pupils are motivated by extrinsic factors (related to recognition and reward) and intrinsic factors (related to identity and values). (LT 7.6, LT 1.1) |
|  | **Research, literature and resources supporting curriculum design of Phase 3 and 4.**  BENNETT, T., 2016. *Developing behaviour management content for ITT. Available from:* [Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/behaviour-in-schools)  ROGERS, B., 2015. *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support.* SAGE: London  TAYLOR, C., 2011. Charlie Taylor's Behaviour Checklist. *Assets.publishing.service.gov.uk* [online]. Available from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf>  WUBBELS, T., BREKELMANS, M. DEN BROK, P., WIJSMAN, L. MAINHARD, T., and VAN TARTWIJK, J. 2014 Teacher-student relationships and classroom management. In E. EMMER, E. SARBORNIE, C. EVERTSON and C. WEINSTEIN, eds, *Handbook of classroom management: Research, practice and contemporary issues, New York, Routledge. Pp. 363-386* | **Assessment Pertaining to Phase 3**  Multiple-choice questionnaire  **Assessment Pertaining to Phase 4**  Self-marking Classroom Management Score Sheet |
| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That clear organisation and planning is integral to an effective learning and social classroom environment. | * Communicate clear, sequential instructions to direct, support and enhance learning and procedural tasks. (LH 4.2, LH 1.3) |
| * How to encourage resilience, perseverance and normalise the making of mistakes. (LT 7.6, LT 1.1) | * Support pupils’ journeys from needing extrinsic motivation to being motivated to work intrinsically. (LH 7.6, LT 1.1) |
| * How to set clear expectations that communicate shared values to improve classroom and social culture. (LT 1.4) | * Work alongside and learn from expert colleagues to develop strategies for engaging with parents and carers when supporting pupils’ social and emotional needs. (LH 1.5, LH 8.2, LH 8.6) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  How to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive learning environment.  *By the end of this phase trainees will* ***understand:***  That all pupils can recognise their ability to succeed.  *By the end of this phase trainees will be* ***able to:***  Expertly manage behaviour and motivation to have a positive impact on pupils’ attitudes and aspirations. |
| * Roles of pastoral teams, support staff and Special Educational Needs co-ordinators (SENCOs) when individual pupil needs are identified. (LT 8.5, LT 8.1, LT 8.6) |
| * That high quality teaching alongside emotional and social development has a long-term positive impact on life chances and future success, particularly for children from disadvantaged backgrounds (LT 1.6) |
| * That pupil investment in learning is driven by the past experiences and perceptions of success and failure (LT 7.7) |
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| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to establish an ethos to prevent bullying behaviours. (LT 7.2, LT 7.5) | * Recognise different types of bullying and implement a variety of strategies to support the needs of individuals and the whole class. (LH 7.3, LH 7.5) |
| * How to teach children to recognise and name their emotions and develop techniques for self-regulation. (LT 7.3, LT 1.1) | * Identify and implement strategies to support children with particular social and emotional needs. (LH 5.7, LH 7.4, LH 7.5, LH 7.7) |
| * That outside-agencies support is available for children identified as having particular emotional and behavioural needs. (LT 5.7) | * Initiate additional support for children in need. (LH 5.7, LH 7.4, LH 7.5, LH 7.7) |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***  A predictable and secure environment benefits all pupils, including those identified as having particular educational and emotional needs  *By the end of this phase trainees will* ***understand:***  The ability to recognise and self-regulate emotions affects pupils’ ability to learn, succeed in school and impacts on future lives.  *By the end of this phase trainees will be* ***able to:***  Discuss and analyse, with expert colleagues, effective strategies for liaising with parents, carers, colleagues and outside agencies to better understand pupils’ individual circumstances and how they can be supported to meet academic, social and emotional expectations. |
| * Further social and emotional factors that affect pupil behaviour. (LT 1.6, LT 7.7) |
| * The importance of maintaining effective communication with parents/carers on issues relating to behaviour. (LT 5.7, LT 8.4) |
| * The importance of developing parental support with regards to supporting children’s behaviour. (LT 5.7, LT 8.4) |
| * The importance of dealing with bullying behaviours as a whole class and with individual children. (LT 7.2, LT 7.5) |
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|  | **Research, literature and resources supporting curriculum design of Phase 5**  HASTINGS, R., BAKER, P., GORE, N. and HUGHES, C., 2013. A conceptual framework for understanding why challenging behaviours occur in people with developmental disabilities. *International Journal of Positive Behaviour Support* [online]. 3 (2).  GORE, N.J., Mc GILL, P., TOOGOOD, S., ALLEN, D., HUGHES, J.C., BAKER, P., HASTINGS, R.P., NOONE, S.J. & DENNE, L.D. (2013). Definition and scope for positive behavioural support. I*nternational Journal of Positive Behavioural Support*, 3 (2), pp. 14-23  2017. Preventing bullying. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  YEAGER, D. and WALTON, G., 2011. Social-Psychological Interventions in Education. *Review of Educational Research* [online]. 81 (2), pp. 267-301. [Accessed 2 February 2022]. | **Assessment Pertaining to Phase 5**  Role play challenging behaviour activity with quiz |