**Primary Initial Teacher Education: Curriculum Plan**

**Behaviour: Undergraduate Programmes**

**Behaviour Strand Statement of Intent:** *Through a wide variety of behaviour 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.*

**Curriculum Intent:** The Professional Strand Studies of the programme provide a bridge between academic study and the development of professional competencies associated with the Teachers’ Standards (DfE, 2013), although there are links to other modules as described below. The curriculum plan addresses the holistic nature of this strand.

Phase 1- Within the first year PED1021 focuses explicitly on the introduction of positive behaviour management strategies in relation to positive relationships, motivation, intrinsic and extrinsic rewards. There are also strong links here other areas of the module covering children’s social and emotional development, in particular adverse childhood experiences (ACEs), self-regulation and building effective relationships. PED1020 develops students’ knowledge of attachment and common challenges in middle childhood and PED1019 addresses personal and professional conduct. These modules areas, in combination, will support the development of knowledge related to classroom and behaviour management. The initial professional practice placement allows students to observe experienced teachers, reflect on the effectiveness of strategies and develop their own skills with support.

Phase 2- PED2025 focuses on diversity and inclusion in the primary classroom. In relation to behaviour this module offers theoretical frameworks that inform student reflections on their own responses to children’s behaviour; how they engage with children and adults within the school community and procedures how to respond to incidents of bullying, racism, intolerance or any other behaviour that threatens children’s emotional safety. PED2024 contributes to this strand by exploring schools as physical environments, investigating power, agency and control. During developing professional placement students will have opportunities to observe ′expert‛ colleagues and receive formative feedback to adjust and improve classroom and behaviour management.

Phase 3- PED3021 promotes reflective practice that may focus on behavioural or management critical incidents. Effective collaboration with a range of other adults will be explored including support staff in a pastoral role, SENCOs, external agencies, support networks, parents, carers and wider family members. PED3020 studies may lead to the development of behavioural and classroom management procedures in light of advocacy, change leadership and school improvement. During the final professional placement, students take on the full roles and responsibilities of a primary teacher, working towards the requirements of the Teachers’ Standards (DfE 2013). This strand specifically addresses Teachers’ Standard 1 and Teachers’ Standard 7.

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1**  **Each year the plan will evolve as the new programme is introduced and developed throughout each phase.**  **Currently this information reflects the present programme. The curriculum intent illustrates the changes due to be made.** | **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 of behaviour management (LT 1.5, LT 8.2, LT 8.6) | * Using 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:***   * Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure   *By the end of this phase trainees will* ***understand:***   * That there are a range of factors that affect pupils’ behaviour   *By the end of this phase trainees will* ***be able to:***   * Use some strategies to create a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. |
| * That a variety of influences impact on pupils’ behaviour (LT 7.2, LT 7.7, LT 5.1, LT 1.6, LT 1.3) |
| * The importance of consistency of approach of behaviour policies (LT 7.2, LT 1.4) |
| * The importance of their own behaviour in managing a classroom and how to regulate their own emotions (LT1.1, LT1.2) |
|  | **Research, literature and resources supporting the curriculum design of Phase 1.**  GLAZZARD, J. and STONES, S., 2021. *Evidence based primary teaching*. London: Sage.  COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L., 2014. What Makes Great Teaching. Review of the Underpinning Research. *Suttontrust.com* [online]. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>  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  Low-level behaviour record sheet to use with small groups on placement |
| **Phase 2** | **Trainees will know:** | **Trainees will be able to:** |
| * To check pupil understand instructions / tasks before they begin (LT 4.2, LT 1.3) | * Give manageable, specific and sequential instructions (LH 4.2, LH 1.3) |
| * The importance of discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. (LT 7.1, LT 1.4) | * Reinforce established school and classroom routines (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:***   * Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.   *By the end of this phase trainees will* ***understand:***   * Building effective relationships is easier when pupils believe that their feelings will be considered and understood.   *By the end of this phase trainees will* ***be able to:***   * Create and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). |
| * That establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. (LT 7.1, LT 1.4) |
| * Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). (LT 7.6, LT 1.1) |
|  | **Research, literature and resources supporting the curriculum design of Phase 2.**  COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L., 2014. What Makes Great Teaching. Review of the Underpinning Research. *Suttontrust.com* [online]. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>  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 2.**  Self-marking Classroom Management Score Sheet to be used on placement. |
| **Phase 3** | **Trainees will know:** | **Trainees will be able to:** |
| * The importance of establishing an ethos to prevent bullying behaviours (LT 7.2, LT 7.5) | * Implement some strategies to support pupils with attachment issues (LH 5.7, LH 7.4, LH 7.5, LH 7.7) |
| * The importance of teaching children how to self- regulate (LT 7.3, LT 1.1) | * Recognise signs of bullying and implement strategies for individuals and the whole class (LH 7.3, LH 7.5) |
| **Trainees will understand:** | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.   *By the end of this phase trainees will* ***understand:***   * The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and 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 and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations. |
| * Some social and emotional factors affecting pupils’ behaviour (LT1.6, LT 7.7) |
| * The importance of maintaining effective communication with parents on issues relating to behaviour (LT 5.7, LT 8.4) |
| * The importance of parental support with regards to behaviour management (LT 5.7, LT 8.4) |
| * The importance of dealing with bullying behaviours (LT 7.2, LT 7.5) |
|  | **Research, literature and resources supporting the curriculum design of Phase 3.**  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. | **Assessment Pertaining to Phase 3.**  Role play challenging behaviour activity with quiz  Classroom safe space placement activity |

Notes