| Primary Undergraduate Developmental Placement | | | |
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| **Week 2 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…* | |
| Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure. | | To identify strategies to support children with particular social and emotional needs | |
| High quality teaching alongside emotional and social development has a long-term positive impact on life-chances and future successes, particularly for children from disadvantaged backgrounds. | | To initiate additional support for children in need | |
| The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives. | | To recognise effective school and classroom routines and develop ideas for successful adaption and application | |
| Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. | | To create routines in line with the school ethos that maximises time for learning (e.g. setting and reinforcing expectations about key transition points. | |
| The ITE Curriculum in school | | | |
| *Mentor to work on with the trainee* | | | |
| Consider ways to identify positive behaviour before sanctions. | | Discuss routines in line with the school ethos that maximises time for learning (e.g. setting and  reinforcing expectations about key transition points. | |
| Establish the need to create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of daily routines. | | Discuss how to set clear behavioural expectations and routines that establish a consistent and inclusive learning environment – in the classroom and around school. (LH7.8, 7.9) | |
| Identify any children with particular social and emotional needs such as adverse childhood experiences and attachment issues and discuss strategies. | | Identify and discuss the use of other adults to support behaviour including TAs, parents and outside agencies. | |
| 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:*** |
| How teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour.  How to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive environment. | That there is a range of factors that affect pupil behaviour both within and outside the classroom.  Building effective relationships is supported when pupils’ feelings are considered and understood. | | Create an effective, supportive and safe learning environment.  Expertly manage behaviour and motivation to have a positive impact on pupils’ attitudes and aspirations. |