| Early Years Postgraduate Introductory Placement |
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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 to work on with the trainee* |
| Look at the school’s behaviour policy.  Observe effective class behaviour systems around school  | Observe early and inobtrusive responses to behaviour.  Discuss ways to identify and techniques to respond including voice, posture and non-verbal strategies |
| 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.   |
| Discuss the range of factors that affect children’s behaviour. How can these be supported?   | 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. |