# Primary Initial Teacher Education 3-7 : Curriculum Plan UG

**Behaviour Strand Undergraduate Programmes**

**Links to Practical knowledge, Substantive/theory, Disciplinary**

## Curriculum Vision:

*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.*

**Curriculum Intent:** The Pedagogy and Professional Development modules 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 EYE1007, 1008 and 1010 modules focus on the impact of the Early Years Principles and the impact they have on the Characteristics of Effective Learning. They focus explicitly on how the learning environment has a direct impact on children’s learning and the pedagogical skills they need in order to create age appropriate, challenging environment that reflect children’s interests. They explore the concept that behaviours in young children are often common and temporary, and frequently related to developmental and maturational factors in the child.

Phase 2- In EYE 2008 trainees have focused sessions around developing behaviour management strategies, the importance of behaviour for learning, and an analysis of the effectiveness of rewards and sanctions. Trainees should understand how quality first teaching is the first step in behaviour management.

Phase 3- In EYE3001, trainees have sessions focused around developing their own principles for behaviour management through exploring theory, policy, DfE guidance and behaviour as communication/reasons for behaviour within the context of their knowledge around child development.

***Statements in bold taken directly from the CCF.***

## Phase 1 Relationships, Routine and Responses to Low-level Behaviours

| **University Based Learning** | | | | **School/Practical Based Learning** | | | |
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| **Learn That** | | | **Learn How** | **Learn That** | | **Learn How** | |
| **Component Knowledge** | **Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils (LT 1.1)** | **To use early and least intrusive interventions as an initial response to low level disruption. (LH 7.7)** | | That building effective relationships is easier when pupils believe their feelings are understood in line with the EYFS Principles of Positive Relationships. **(LT 7.5)** | **To use early and least intrusive interventions as an initial response to low-level disruption (LH 7.7)** | | Intent |
| **That through play teachers can influence pupils’ resilience and beliefs about their ability to succeed by ensuring that all pupils have the opportunity to experience meaningful success (LT 7.4)** | **To establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom (LH 7.2)** | | It is important to create a culture of mutual trust and respect to foster effective relationships ensuring children feel heard. **(LT 7.5)** | **To establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom (LH 7.2)** | |
| Environments should reflect pupils prior experiences allowing them to take age appropriate risks in their learning knowing that this is part of the learning process **(LT7.7)** | **To use consistent language and non-verbal signals embedded in play for common classroom directions. (LH 7.6)** | | They must work alongside colleagues as part of a wider system for supporting children’s behaviour. **(LT 7.2, LT 8.2, LT 8.6)** | To reinforce established school and classroom routines working alongside colleagues as part of a wider behaviour management system with a specific focus on the environment (**LH 7.3 7.10)** | |
| **That through play pupils are motivated by extrinsic factors (related to recognition and reward) and intrinsic factors (related to identity and values). (LT 7.6)** | **To discuss and analyse with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically (LH 7.16)** | | There is need for knowledge, understanding and consistency of approach when utilising school behaviour policies and that these must be developmentally appropriate. **(LT 7.2, LT 1.4)** | Following expert input, to respond consistently to pupil behaviour by adapting the environment and by making manageable, specific and sequential instructions **(LH 7.4 7.12)** | |
| **Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1)** | **To respond consistently to pupil behaviour (LH 7.12)** | | **A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special needs (LT 7.2)** | To check pupils’ understanding of instructions before adult led input **(LH 7.5)** | |
|  | **The environment can help children to self regulate ones emotions which affects a pupils ability to learn in line with Principles and Themes. (LT 7.3)** | How to create and organise routines at the beginning of the school year using information gathered about the children prior to entry**. (LH 7.8)** | |  | Observing, working and analysing with colleagues to understand the impact of the environment on children’s long term goals which meet high academic and behaviour expectations. **(LH 7.15,7.11)** | |  |

| **Assessment** | **Assessment** | **Assessment** |  |
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| A project that demonstrates the understanding of the value of playful pedagogies in relation to children's learning.  Students will be asked to use a range of creative resources to complete a project that demonstrates their understanding of the value of playful pedagogies in relation to children's learning. The resources used will be supported by theoretical annotations. | Observing effective practice. Identify routines, responses and relationships along with how the teacher anticipates and manages potential relationship and the importance of the environment (e.g. during transitions, nearing the end of the lesson). | Impact |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
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| *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.  The importance of the learning environment. | 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.  Understand child development drives behaviour. |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in Behaviour |
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| 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>  DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>  EDUCATION ENDOWMENT FOUNDATION, 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>  DEPARTMENT FOR EDUCATION, 2019. Behaviour in Schools: A Guide for headteachers and school staff. GOV.UK [online]. Available from: <https://www.gov.uk/government/publications/behaviour-in-schools--2>  O'REGAN, F., 2021. *Supporting Behaviour in the Classroom*. London: Corwin. |

## Phase 2 Classroom Management and Challenging Behaviours

| **University Based Learning** | | | | **School/Practical Based Learning** | | | |
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| **Learn That** | | | **Learn How** | **Learn That** | | **Learn How** | |
| **Component Knowledge** | **Pupils’ investment in learning is also driven by their prior experiences and perceptions of success and failure (LT 7.7)** | **To identify strategies to support children with particular social and emotional needs (LH 5.7, LH 7.4, LH 7.5, LH 7.7)** | | **It is important to teach children how to self-regulate (LT 7.3, LT 1.1)** | **To identify and implement strategies to support children with particular social and emotional needs such as adverse childhood experiences and attachment issues (LH 5.7, LH 7.4, LH 7.5, LH 7.7)** | | Intent |
| **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 (LT 1.6)** | **To initiate additional support for children in need (LH 5.7, LH 7.4, LH 5.5, LH 7.7)**  **To adapt behaviour management strategies for children with SEND**  **To develop creative and engaging lessons to support a behaviour for learning approach.** | | **Self-perception and self-belief supports behaviour. (LT 4.1, LT 1.1, LT 6.6)** | **To discuss and analyse with expert colleagues how to provide opportunities for pupils to articulate their long-term goals and help them to see how these are related to their successes in school (LH 7.15)** | |
| **The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives (LT 7.3)** | **To recognise effective school and classroom routines and develop ideas for successful adaption and application (LH 7.2, LH 1.3)** | | **Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1) Revision** | **To create and explicitly teach routines in line with the school ethos that maximises time for learning (e.g. setting and reinforcing expectations about key transition points (LH 7.9) Revision** | |
| **Establishing and reinforcing routines, including positive reinforcement, can help create safe and effective learning environments. (LT 7.1, LT 1.4) Revision** | **To create routines in line with the school ethos that maximises time for learning (e.g. setting and reinforcing expectations about key transition points (LH 7.9)** | | **There is a need to create a positive and respectful learning environment in which making mistakes, resilience and perseverance are part of daily routines (LT 4.1)** | **To discuss and analyse with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school. (LH 7.8)** | |

| **Assessment** | **Assessment** | **Assessment** | Impact |
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| Challenging behaviour seminar scenarios  Questioning within sessions  Reflections in their learning journey. | Reflection on own practice record sheet. Employ the ABC (antecedent, behaviour consequence) approach with mentor to support discussion. |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
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| *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. |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in Behaviour |
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| 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)  BOMBER, L., 2020. *Know Me To Teach Me.* London: Worth Publishing.  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>  ENGEL, G., 1977. The Need for a New Medical Model: A Challenge for Biomedicine. *Science.* 196 (4286), pp. 129-136.  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  ROGERS, B., 2015. *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support.* SAGE: London  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 |

## Phase 2 Whole Community Support for Behaviour

| **University Based Learning** | | | | **School/Practical Based Learning** | | | |
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| **Learn That** | | | **Learn How** | **Learn That** | | **Learn How** | |
| **Component Knowledge** | **A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special needs (LT 7.1) Revision** | **To develop a positive, predictable and safe environment by receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety (LH 7.1)** | | **Setting clear expectations can help communicate shared values that improve classroom and school culture (LT 1.5)** | **To demonstrate consistently high behavioural expectations by receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils (LH 1.5)** | | Intent |
| **Building effective relationships is easier when pupils believe that their feelings will be considered and understood (LT 7.5) Revision** | **Build trusting relationships by discussing and analysing 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 (LH 7.11)** | | **Outside agency support is available for children identified as having particular emotional and behavioural needs (LT 5.7)** | **To develop an understanding of different pupil needs by receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively (LH 5.1)** | |
|  | To use knowledge of child development and how children learn to adapt strategies to manage behaviour for learning. | |  | **Create a positive learning environment where children are engaged and motivated to learn and as a result, show positive behaviour.** | |
| **The ability to self-regulate one’s emotions affects pupils’ ability to learn, success in school and future lives (LT 7.3) Revision** | **Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues) (LH 7.3)** | | **Clear organisation and planning is integral to an effective learning and social classroom environment (LT 7.1, LT 1.4)** | **To make effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues (LH 5.7)** | |
| **Teachers need to establish an ethos to prevent bullying behaviours (LT 7.2, LT 7.5)** | **To recognise different types of bullying and implement a variety of strategies to support the needs of individuals and the whole class ( LH 7.1)** | | **The importance of maintaining effective communication and support with parents/carers on issues relating to behaviour (LT 5.7, LT 8.4)** | **Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings (LH 7.13)** | |

| **Assessment** | **Assessment** | **Assessment** | Impact |
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| What is being assessed  Trainee’s ability to implement effective strategies to manage behaviour for learning which are developed using knowledge current policy guidance, child development and how children learn.  Trainee’s ability to manage low-level disruption.  Trainee’s understanding of strategies to manage challenging behaviour. | How is it being assessed  EYE3002 PPD assessment – presentation outlining personal principles for managing behaviour for learning.  Assessed via feedback from mentors on professional practice. |

| **Composite Knowledge** | **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:*** |
| A predictable and secure environment benefits all pupils, including those identified as having particular educational and emotional needs. | The ability to recognise and self- regulate emotions affects pupils’ ability to learn, succeed in school and impacts on future lives. | 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. |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in Behaviour |
| --- | --- |
| ANTI-BULLYING ALLIANCE, 2021. ABA & Our Work. *Anti-Bullying Alliance* [online]. Available from: <https://anti-bullyingalliance.org.uk/aba-our-work>  DEPARTMENT FOR EDUCATION, 2017. Preventing bullying. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>  INSTITUTE, E., 2018. Bullying: A review of the evidence - Education Policy Institute. *Education Policy Institute* [online]. Available from: <https://epi.org.uk/publications-and-research/bullying-a-review-of-the-evidence/>  STRICKLAND, S., 2022 *The Behaviour Manual; an Educators Handbook.* Woodbridge: John Catt Publications.  YEAGER, D. and WALTON, G., 2011. Social-Psychological Interventions in Education. *Review of Educational Research* [online]. 81 (2), pp. 267-301.   * Bennet, T., 2017. *Creating a Culture: How School Leaders Can Optimise Behaviour.*  London: Crown * DfE, 2015. *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff January 2016*. London: Crown * Dfe, 2012. *Behaviour and discipline in schools: Guidance for governing* bodies. London: Crown * Ellis S and Tod J. 2015. *Promoting Behaviour for Learning in the Classr*oom. Abingdon: Routledge * *Hunter C., 2016. Understanding and managing children's behaviour through group work ages 3-5: a child-centred approach.* London: Routledge * Jolliffe W and Waugh D., 2017. *NQT: The Beginning teachers’s guide to outstanding practice*. London: Sage * Jones J. *Trauma and its Affect on Learnin*g. eye Volume 15 No 4 August 2013 * O’Brien J. 2018. Better Behaviour: a guide for teachers. London: Sage * One Education: Putting Children First. 2014. Behaviour Audit: with suggestions for school evidence. One Education * Rawlings-Lester R, Bolton-Allanson P, Notar C E. 2017. Routines are the Foundation of Classroom Management. Education, vol 137, no. 4 pp 398 - 412 * 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> * **Education Endowment Foundation** [**https://educationendowmentfoundation.org.uk/education-evidence/guidance-**reports/behaviour](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)   James(2016:18)  Khon (1999) and Grille (2005)  Ball, S. J. 2016b. “Subjectivity as a Site of Struggle: Refusing Neoliberalism?” *British Journal of Sociology of Education* 37 (8): 1129–1146. doi:10.1080/01425692.2015.1044072  Christian, G (2011). [A Person-Centered Approach to Problem Behavior: Using DIR®/Floortime with Adults Who Have Severe Developmental Delays. The NADD Bulletin, 2011, March/April, 14(2), 21-31.](https://docs.google.com/a/icdl.com/viewer?a=v&pid=sites&srcid=aWNkbC5jb218aWNkbHxneDoxMWVkZmI1MTA3OTBiMjVi)  Dionne, M. & Martini, R. (2011) Floortime play with a child with autism: A single-subject study. Revue Canadienne D’ergotherapie, Juin 2011, 78(3).  Greenspan, S.I. and Greenspan, S., 2009. *The secure child: Helping our children feel safe and confident in a changing world*. Da Capo Press.  Mok, J.W.S. and Chung, K.H. (2014). Application of DIR/Floortime Model in the Psychiatric Service for Very Young Children with Autism in Hong Kong. Hong Kong Journal of Mental Health. 2014, 40(1), 23-30.  Pajareya K, Kopmaneejumruslers K. (2011)A pilot randomized controlled trial of DIR/Floortime parent training intervention for pre-school children with autistic spectrum disorders. *Autism*, published online before print, June 13, 2011.  Perry, D.F. &Conners- Burrow,N. (2016) Addressing Early Adversity Through Mental Health Consultation in Early Childhood Settings. Family Relations, Vol 65:1 |