**Behaviour Management ITaP Activity Booklet**

**A copy of this document should be stored in the BM ITaP folder in section 4 of your online QTS file. Wherever possible complete the tasks by typing onto the document in word form.**

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| **CENTRE-BASED LEARNING**  |
| ***Day 1******Introduce*** | 1 hour | Lecture – ROUTINES -classroom management to prevent unwanted behaviours |
| ***Analyse, Prepare, Assess*** | 2 hours | From assigned readings, compare and contrast classroom and behaviour management strategies. School routines. Design a key stage 1 classroom (layout and organisation). Tasks uploaded to CANVAS  |
| ***Analyse, Assess*** | 2 hours | Video observations recorded on a tune-in form. Identifying the 3Rs of the behaviour curriculum. FOCUS on ROUTINES Post-session readings  |
| ***Day 2******Introduce*** | 1 hours | Lecture - ROUTINES and RESPONSES – managing unwanted behaviours. Reorientation and reactive - Introduction to theory including trauma-informed practices |
| ***Prepare*** | 2 hours | ROUTINES (RULES) and RESPONSES - Prepare and evaluate school rules in groups. Evaluate to check language is positive. Discuss ‘too many rules’ and Paul; Dix 3 core rules. |
| ***Analyse, Prepare, Enact, Assess***  | 2 hours | ROUTINES (RULES) and RESPONSESIn groups of 6, prepare a role-play exemplifying routines using agreed classroom rules (prepared earlier). Enact in low-stake environment (students film their scenario and upload for review (assess) |
| ***Day 3******Introduce*** | 1 hour | Lecture – Routines, Responses and RELATIONSHIPSDeveloping Professional RelationshipsManaging own behaviours. Personal self -reflection using a well-being wheel. Self-regulation.  |
| ***Prepare******Analyse******Assess*** | 2 hours | Self-reflection task. Video observation -restorative conversationsScenario regarding mentor feedback post-lesson and structuring a planned scripted response. Paul Dix video observation.Tasks uploaded to CANVAS |
| ***Prepare******Assess*** | 2 hours | Listen to Naylor’s Natter Podcast -Just talking to teachers -Paul Dix 12/06/2020. Relates to When the Adults Change Book. Consider effective use of restorative practices. Contribute to a discussion board, responding to questions. Constructive feedback from tutors. |
| ***Day 4******Introduce******Analyse*** | 1 hour | Lecture -Implementing the 3Rs of the behaviour curriculum: policy and practice. Theory to practice. Video observation tasks -identifying 3Rs (snippet from BBC iPlayer ‘Don’t exclude me’ Part 1). Debbie Breeze Ted Talk – considering what more challenging behaviours are. Building a school culture. De-escalation, PACE, EMR. |
| ***Analyse******Assess*** | 2 hours | Policy document analysis -identifying the 3Rs in school policies. Compare and contrast. Task uploaded to CANVAS. Plan for a debate regarding the use of sanctions. |
| ***Prepare******Assess*** | 2 hours | Dialogic P4C style approach to a discussion regarding the use of sanctions in primary schools.Last responses, reflections and final words are uploaded to CANVAS. 3 key take-aways in readiness for placement. |
| ***Pre and post session readings******Day 1*** | Pre-readings - Bennet, T. (2016) *Developing behaviour management content for initial teacher training (ITT)* DfEWubbels, T. (2011) *An international perspective on classroom management: what should prospective teachers learn?,* Teaching Education, 22:2, 113-131,DOI:10.1080/10476210.2011.567838Post -reading - Ofsted (2014) *Below the Radar: low-level disruption in the country’s classrooms* Ofsted Leeming, J. *Managing the Learning Environment* in Hansen, A. (Ed) (2018) *Primary Professional Studies*, Learning Matters Ltd, 4th Edition (Chapter 19, pp 351- 366) |
| ***Day 2*** | Pre-reading UNIT 3.4. Chaplain, R. in ‘Learning to Teach in the Primary School’ Ed Cremin and Burnett (2018)Post-reading - chapters 1,2 and 3 of Kara, B. (2021) Diversity in Schools Corwin: London |
| ***Day 3*** | Pre-Paul Dix (2017) When the Adult changes everything changes: Seismic shifts in school behaviour Chapter 8Restore, redraw, repairPost -The Kindness Principle Chapter 8 Whitaker, D. (2023) Conflict resolution, de-escalation and the power of languageWillingham, D. (2008) *What will improve a student’s memory* American Educator Winter 2008-9 |
| ***Day 4*** | Pre-task: watch BBC iPlayer ‘Don’t exclude me’ Part 1How can we manage our most challenging pupils? Behaviour expert Marie Gentles brings her positive, practical approach to help teachers and parents keep children in the classroom.Post Dix, P. (2017) Ch 10. Your behaviour Policy Sucks and Ch. 11 The 30-day magicWhitaker, D. (2023) Ch 5. Behaviour Policy – Why bother? |
| **Before students begin their classroom-based learning, they will have learned the above from their centre-based sessions. Check this understanding during their first weekly meeting**  |
| **SCHOOL-BASED LEARNING**  | **Mentor sign-off** |
| **Learning Outcomes:****To articulate the need for routines****To take responsibility for specific daily routines** |  |
| ***Week 1******Introduce*** ***Analyse*** | Activity 1a) Routines, responses and relationships -getting to know the school and class.Activity 1b) Weekly Meeting – set targets for behaviour management ITaP tasks and discuss the ITaP with the school mentor. Agree a routine to take responsibility of (start/end of day)  |  |
| ***Week 2******Analyse*** | Activity 2a) Take responsibility of and practise agreed specific routine (Start of day/ end of day) Activity 2b) Classroom routines and organisation (classroom layout) to prevent unwanted behaviours.Behaviour Policy Analysis using the 3Rs proforma.School specific routines and responses recorded. |  |
| ***Weeks 3 and 4******Assess*** | Activity 3 & 4) ITT mentor observes practised routine and offers constructive feedback that will feed into the weekly meeting for Week 4/5. A specific target related to the 3Rs will be set and how to action this.  |  |
| ***Week 5******Assess*** | Activity 5) The cycle continues. ITT mentor observation.On paired placement could swap routines if appropriate. Peer-observation and feedback. Weekly meeting targets/ action set for week 6. |  |
| ***Week 6*** ***Assess*** | Activity 6) The cycle continues and a final target is set and recorded in their phase 1 review form in readiness for phase 2.  |  |
| Confirm that the student teacher has met the ITAP Learning Outcomes, as identified above.  |   |

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| **ITaP Week 1: Activity 1a****ROUTINES, RESPONSES, RELATIONSHIPS: Getting to know the school and class** |
| * Visit the school website – make notes about key information such as the school’s mission statement and values, classes and class pages, curriculum, and key initiatives. **(Routines)**
* ***On-going*** - developing professional relationships – make sure that you know and learn the names, roles, and responsibilities of all working adults in your class setting. The school website will usually have a list of all staff; keep a copy in school. **(Relationships)**. Ask your class teacher about the staffroom protocol and specific information about school etiquette (dress code, parking, lunchtime **routines and rules**).
* ***On-going*** - Get to know the children and learn their names and be aware of the needs of the children in the class including those with any Special Educational Need or those who have an Individual Education Plan or Individual Health Care Plan. Find out if any children are multilingual or have English as an additional language (EAL) **(Relationships)**
* Create/gather a timetable for your class **(Routines)**
* Keep a record of the timings of the daily school **routines and rules** for managing the children’s movements around the school.
* Start to record all the duties that your teacher is responsible for: collecting children from the playground, taking the register, talking with parents and any other specific roles.**(Routines)**
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| **Information from School Website** |  |
| **Staff Names and Roles -list in placement file****School etiquette** |  |
| **Class list with relevant information – for placement file** |  |
| **Class timetable – placement file** |  |
| **School Day Timings and routines** |  |
| **Teacher’s Duties -roles and responsibilities** |  |

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| **ITaP Week 1: Activity 1b****Weekly meeting 1 - set targets for behaviour management ITaP tasks and discuss the behaviour ITaP with the school mentor.**Agree a routine to take responsibility of (start/end of day) |

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| **ITaP Week 2 -Activity 2a** **Routines**Take responsibility and practise the agreed school routine. ITT mentor and /or peer student will offer constructive feedback for weekly meeting review and to set targets with action for week 3 |

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| **ITaP by the end of Week 2 – Activity 2b****Optimising Behaviour for Learning**  |
| 1. **Classroom routines and organisation. (Preventing unwanted behaviours)**
* Draw a plan of the layout of the class, noting the seating plan, where resources are stored and use of the wall space. Make a note of what the wall displays contain. Are class rules displayed, for example? Make a list of the resources available for the class (general and subject specific).**(Routines)**
* How does the class teacher organise the children and their learning to ensure safety and maximum use of learning time? How are transitions from one location to another managed? E.g. moving children from the carpet area to desks; leaving the classroom at the end of a lesson; leading children in from the playground or into the hall? Where does the teacher stand and what does s/he say? **(Routines and rules)**

Complete the proformas below this section .1. **Behaviour Policy analysis – complete the 3Rs proforma on page 6**
2. **Managing behaviour for learning. (Routines, responses and relationships for managing unwanted behaviours)**

School Policy – what is the school’s philosophy with regards to managing behaviour for learning? What are the school rules? The class rules?Are rewards and sanctions used in your class? If so, what are they and how do children respond to this system. What impact does it have?What other approaches are evident in the classroom? Around the school?Start a grid like the one below to identify specific strategies used by your teacher to manage behaviour for learning **(Routines, rules, response and relationships).** **Do this for a mathematics observation cPDA**. Continue adding to this throughout your placement. Try to find examples of each and identify which are used most frequently and why. Consider the following too:* Tactical ignoring
* Non-verbal cueing such as eye contact
* Incidental language (e.g., there are some things which still need tidying and the bell is going to go soon)
* Behavioural direction (e.g., what is our rule when we are listening to others?)
* Positive reinforcement (e.g., Let’s see who is ready to learn…pause…well done x, y, z)
* Distraction/diversion (e.g., asking a child a question in order to re-focus them)
* Direct questions (e.g., what should you be doing?)
* Choice questions (If you finish this work, you will have more time to …)
* Command (Look this way)
* Teacher’s position or action
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| **Strategy -practical strategies might include the use of praise / positive reinforcement, school sanctions, etc.** | **What did s/he use it for** | **Advantages** | **Disadvantages** | **Effect – the impact on learning that you observed.** |
| Countdown from 3-0 | To signal the end of a task |  |  |  |
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**Classroom Layout**

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**Classroom Organisation and Management**

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| * How does the class teacher organise the children and their learning to ensure safety and maximum use of learning time?
* How are transitions from one location to another managed? E.g., moving children from the carpet area to desks; leaving the classroom at the end of a lesson; leading children in from the playground or into the hall?
* Where does the teacher stand and what does s/he say? **(Routines and rules)**
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| **3Rs Proforma** |
| **ROUTINES**(Rules are routines, consider preventive strategies that are routines) | **RESPONSES**(Responses should be routines too and the pupils know what these are. This will include reorientation tactics, specific actions, scripted conversations and use of language -how things are said) | **RELATIONSHIPS**(With all stakeholders: pupils, parents, carers, all staff and with themselves -self-regulation) |
| Impact of routines on behaviours for learning. How the routines set high expectations where there is little low-level disruption and learning can happen. | Impact of responses on behaviours for learning. How the teacher responds to unwanted behaviours to optimise learning conditions. | Impact of professionally appropriate relationships and how pupils’ respond to routines and responses, to optimise learning. |

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| **ITaP Weeks 3 and 4 activity**ITT mentor observes practised routine and offers constructive feedback that will feed into the weekly meeting for Week 4/5. A specific target related to the 3Rs will be set and how to action this.  |

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| **ITaP Week 5 activity**The cycle continues. ITT mentor observation.On paired placement could swap routines if appropriate. Peer-observation and feedback. Weekly meeting targets/ action set for week 6. |

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| **ITaP Week 6 activity**The cycle continues and a final target is set and recorded in their phase 1 review form in readiness for phase 2. **ITT mentor will confirm if the student has met the Learning Outcomes below for this ITaP and comment on next steps or actions moving forward.*** **To articulate the need for routines**
* **To take responsibility for specific daily routines**
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