



Pivotal area: Behaviour – Routines and Transitions
Key Question: How do I use appropriate behaviour management strategies to ensure smooth transitions?

Intensive Training and Practice (ITaP)

Mentor Training

Behaviour

PGCE: Term 1 – 6 days	CCF links		
BA: Year 1 – 7 days	BCU Curriculum Key Theme B	Practicable Skills	Contributing research and reading
Pivotal area: Routines and Transitions Key question: How do I use appropriate behaviour management strategies to ensure smooth transitions? What is the impact of effective routines and transitions on learning?	ITaP Outcomes Managing Behaviour Learn that... - Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. - A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. - Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). Learn how to... - Give manageable, specific and sequential instructions. - Check pupils' understanding of instructions before a task begins. - Use consistent language and non-verbal signals for common classroom directions. - Discuss and analyse how routines are established at the beginning of the school year, both in classrooms and around the school. - Create and explicitly teach routines in line with the school ethos that maximise time for - Reinforce established school and classroom routines	- Learn names and use them - Project non-verbal confidence - Project voice calmly and confidently - Decide expectations in line with school policy - Communicate expectations - Signal, Pause, insist / signal and movement routines - Reinforce expectations – positive framing / choices and consequences - Positive Correction - Sustain expectations Examples include: - Start / end of the school day. - Break times - corridor conduct - transitions between activities - assemblies - obtaining silence (WalkThrus 1 and 2)	DFE (2019) The trainee teacher behavioural toolkit: a summary The trainee teacher behavioural toolkit: a summary - GOV.UK (www.gov.uk) DFE (2022) Behaviour in Schools: Advice for Head Teachers and School Staff. https://www.gov.uk/government/publications/behaviour-in-schools--2 Dix, Paul (2017) When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour,. London: Crown House Publishing. Education Endowment Foundation: Improving Behaviour in Schools (2019) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Sherrington, T (2020) Teaching WalkThrus: Five-Step Guides to Instructional Coaching, John Catt Educational, Limited, London. Sherrington, T. & Caviglioli, O. (2021) <i>Teaching WalkThrus 2 : five-step guides to instructional coaching</i>. Melton, Woodbridge: John Catt Educational Ltd. Pollard, A. (2023) Reflective teaching in primary schools. 6th ed. London, England: Bloomsbury Publishing. Rogers, B. & McPherson, E. (2014) Behaviour management with young children : crucial first steps with children 3-7 years. Second edition. London, [England] ; SAGE Publications Ltd.

Adapted five-stage framework

INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
- Lectures - Seminars - Assigned reading and research	- Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions	- Deliberate practice - Instructional rehearsal - Co-planning	- Instructional coaching - Team teaching - Independent teaching	- Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

The adaptation of five-stage framework, drawn from research by Grossman (2018) on teaching core practices to trainees supported the design of our ITaP models and the creation of a tightly co-ordinated set of activities that bridge pedagogical theory and teaching practice. The activities chosen to address each of the five elements of the framework are a guide and may vary between ITaPs.

Day 1 University	Day 2 School	Day 3 University	Day 4 School	Day 5 School	Day 6 University PGCE	Day 6 University BA	Day 7 University BA
INTRODUCE Lead lecture with expert input (2 hours)	ANALYSE Observation of transitions in the classroom reflecting on aspects discussed during introduce day. Tasks to complete to support this. (2 hours)	ANALYSE Group session reflecting on experiences from day 2 in school. (2 hours)	ENACT Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. (1 hour)	ANALYSE Observation of transitions in an alternative age phase to compare and contrast to Day 2 observations. (1.5 hours)	ASSESS Discussions with peer group and Lead Mentor discussing experiences in group reflection activities. (1 hour)	ASSESS Discussions with peer group and Lead Mentor discussing experiences from school in group reflection activities. (1.5 hour)	ASSESS Discussions with peer group and Lead Mentor discussing experiences in group reflection activities around The trainee teacher behavioural toolkit: a summary. REFLECTION TASK Create a short presentation in groups by age phase/ year group demonstrating the key take aways from the ITaP experience Group discussion sharing and reflecting on PowerPoints that groups will have opportunity to present to the group.
			ASSESS Professional discussion with Mentor having observed. (30 minutes)	PREPARE Following feedback in assess Day 4 prepare to deliver another story following the same transitions and steps. (1.5 hours)			
INTRODUCE Group session with Lead Tutor around managing transitions. (2 hours)	ENACT Support Mentor/ join in/team teach leading a variety of transitions in the class during the session e.g. lining up, getting ready for break. (2 hours)	PREPARE Plan and prepare a short story session to deliver to the class. Key aspect will be how to manage the transition into and out of the activity. Guidance and support from Lead mentor throughout the session. (2 hours)	ENACT Support Mentor/ join in/team teach leading a variety of transitions in the class during the session using advice from the previous assess session to further enhance practice. (2 hours)	ENACT Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. (30 minutes)	ASSESS/ANALYSE REFLECTION TASK Create a short presentation demonstrating the key take aways from the 6 day ITaP (2 hours)	ENACT Instructional Coaching modelling scenarios using the knowledge developed across days 1-4 (2 hours)	ASSESS Reading to be completed (1 hour)
		ENACT Instructional coaching based on plans that have been prepared in groups with peers and Lead Mentor supporting.	ASSESS Discussions with mentor to reflect on differences between the two enact experiences following on from initial feedback. (30 minutes)	ASSESS Feedback from observation and how prior feedback was incorporated into the session (30 minutes)			
DIRECTED TASK Reading (1 hour)	ASSESS Professional discussion around experiences of managing different transitions during enact. (1 hour)	DIRECTED TASK Reading (1 hour)	DIRECTED TASK In writing complete a reflection on the two enact and assess sessions and how this has impacted on future practice. (1 hour)	DIRECTED TASK Reading (1 hour)	(1 hour)	DIRECTED TASK In writing reflect on instructional coaching experience from previous session with reference to experiences in school and wider reading as well. (1.5 hour)	DIRECTED TASK Create a short presentation demonstrating the key take aways from the 7 day ITaP (2 hours)

Day 1 - University

INTRODUCE



ANALYSE



PREPARE



Learn that

- Behaviour for Learning and Classroom Culture be modelled by the class teacher at all times
- Establishing and reinforcing behaviours for learning includes expectations, motivational factors, responsibility, independence are key strategies for success.
- Routines including management through positive reinforcement can help create an effective learning environment.

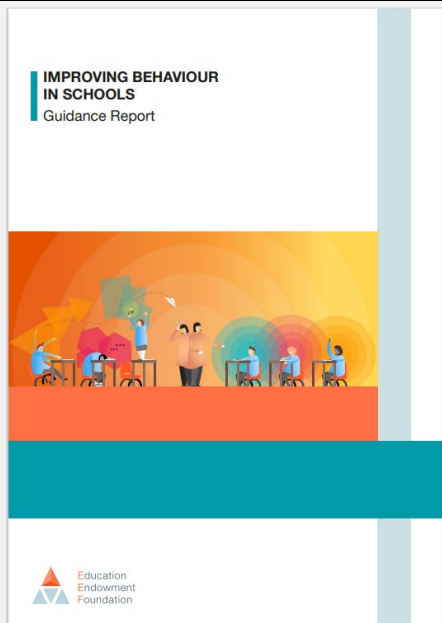
Why Routines and Transitions?

- Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom.
- Children enjoy routines that are easy to understand and easy to accomplish, yet flexible enough to alter if circumstances change.
- Research shows that most behavioural problems result from a lack of consistent classroom routines.



Practicable Skills

- Learn names and use them
- Project non-verbal confidence
- Project voice calmly and confidently
- Decide expectations in line with school policy
- Communicate expectations - Signal, Pause, insist / signal and movement routines
- Reinforce expectations – positive framing / choices and consequences
- Positive Correction



[Improving Behaviour
in Schools | EEF
\(educationendowme
ntfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)



- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
- Reward systems can be effective when part of a broader classroom management strategy

‘Evidence suggests that effective training for building classroom management expertise involves teachers or school staff:

- Reflecting on their own approach;
- Trying a new approach; and
- Reviewing progress over time

Routines are the bedrock of a positive behaviour management system.

If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning. Establish them and rehearse them so that they are known, understood and enacted consistently.



Guidance

The trainee teacher behavioural toolkit: a summary

Updated 30 January 2024

[The trainee teacher behavioural toolkit: a summary](#)

In 2016, in response to the Carter Review of Initial Teacher Training, a review of the behaviour management component of teacher induction was commissioned by the then Secretary of State for Education, Nicky Morgan.

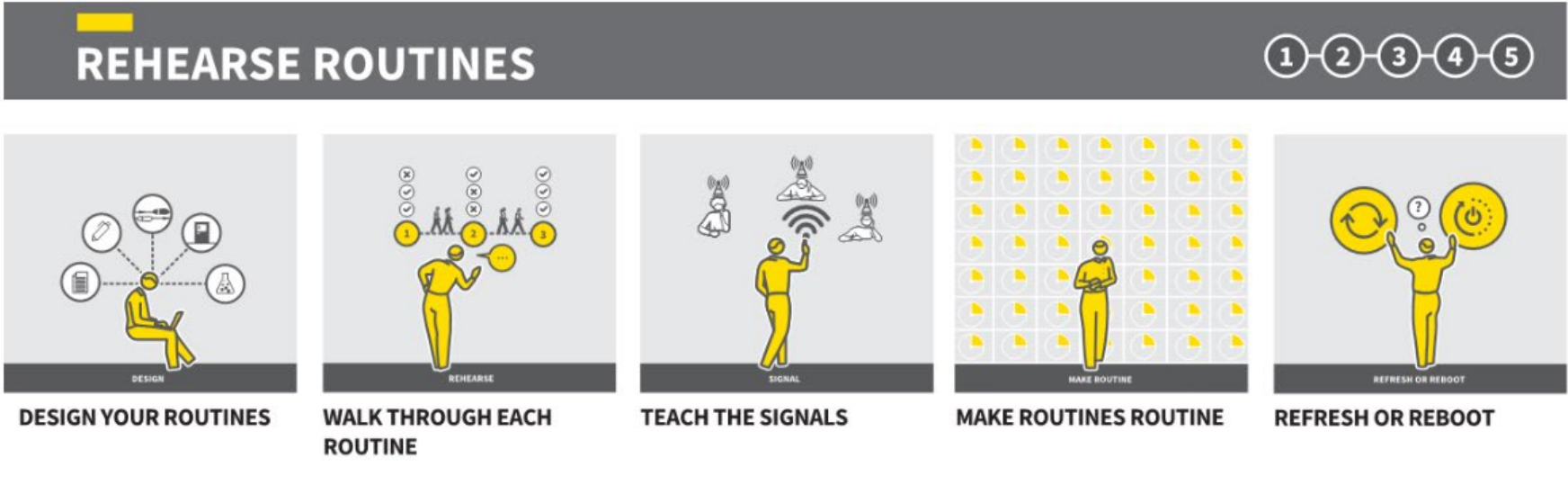
Pupil behaviour is key to the success of most classroom outcomes. Behaviour is the sum of an enormous number of habits and attitudes and skills that adults frequently take for granted. None of these factors are innate, and they must be imparted or taught in some way. The two main approaches that new teachers should focus on are proactive behaviour management and reactive behaviour management.



How can teachers spark students' intrinsic motivation?

While we cannot change who a student is as an individual, we can create the optimum environment to encourage students to develop their own motivation muscles.

1. Know your students.
2. Give them ownership of their environment.
3. Make sure they have a solid foundation.
4. Practice setting goals.
5. Give specific feedback.
6. Tap into their innate curiosity.
7. As much as possible, allow students choice in their work.
8. Make the connection between classroom activities and real-world situations.



Pollard (2023) identifies how it is important to break down a transition into three discrete stages. The skill lies in, first, anticipating problems before they arise; second, in pre-structuring the next phase; and, finally, in interesting the children in the next phase so that they are drawn through and into it. These principles (anticipate, pre-structure and engage) apply to any transition. The aim of this ITaP is to isolate and understand how to navigate these three phases.



REHEARSE ROUTINES

1 2 3 4 5

MAKE ROUTINES ROUTINE

MAKE ROUTINE

TEACHING WALKTHRU SERIES BEHAVIOUR & RELATIONSHIPS ASD|AD|PIT

[STUDENT V2 update \(youtube.com\)](https://www.youtube.com/watch?v=STUDENT_V2_update)



REHEARSE ROUTINES

1 2 3 4 5



DESIGN

DESIGN YOUR ROUTINES

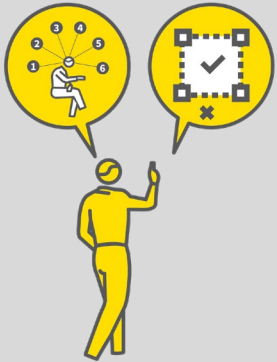
- Work out what you want students to do in every common situation they encounter:
 - arriving to class
 - entering and getting equipment ready
 - moving from a teacher-led phase to a group work phase
- Describe each routine in as few steps as possible.



TEACHING
WALKTHRUS

SERIES
BEHAVIOUR & RELATIONSHIPS

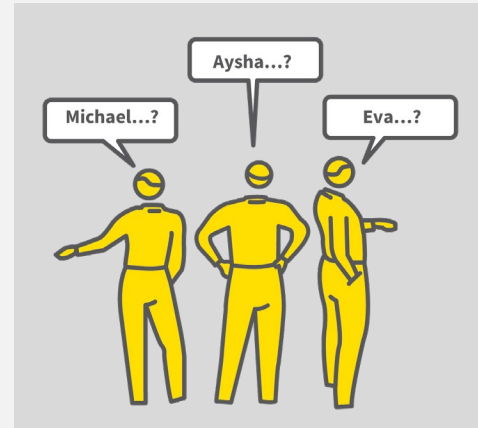
A|D|A|P|T



**ESTABLISH NORMS
AROUND CLEAR ROLES
AND BOUNDARIES**



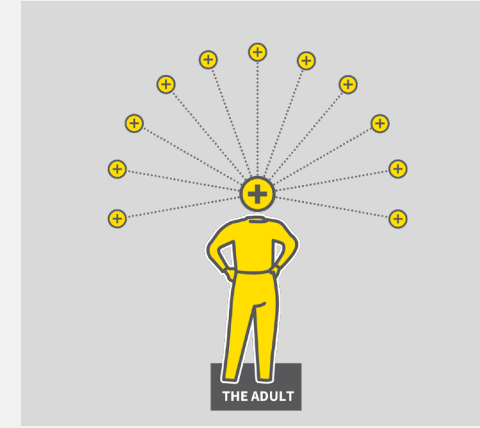
COMMUNICATE KINDNESS



**LEARN NAMES AND USE
THEM**



**COMBINE ASSERTIVENESS
WITH WARMTH**



ALWAYS BE THE ADULT

- Everyone has the right to feel safe, respected and valued; to feel they belong.
- Focus on learning, free from distractions or emotional threats.
- Communicate trustable feedback that students will act on.



Analysis of short video of the school day focusing on transitions



Further discussions and analysis and deconstruction of the variety of transitions with Lead Mentor



Types of Whole Class Transitions

- Morning entry
- Registers
- Lesson introduction to main teaching
- Break times
- Playground entry and exit
- Assemblies

Behaviour – Transitions and Routines

UoB – Associate Teacher Learning Observation

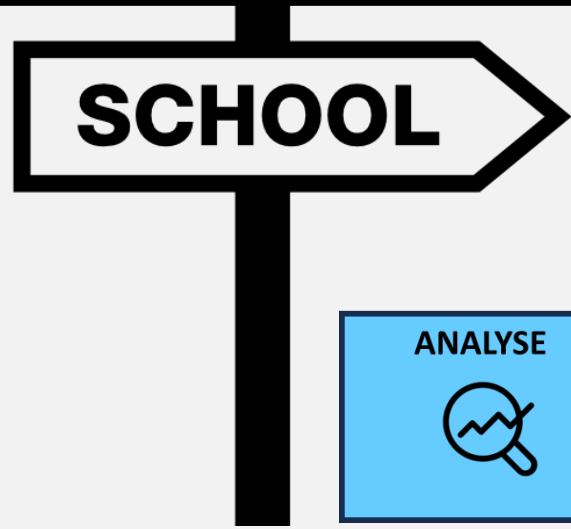
ANALYSE

Date:	Time of Lesson:	Pivotal area: Transitions and Routines
Year:	Class size:	Adults:

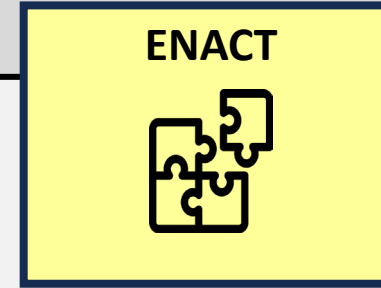
Features	Observations
Rules Are rules displayed in the classroom clearly? Are rules referred to at all? How are children greeted at the start of the lesson?	
Motivation Are there examples of extrinsic motivation techniques during the observation? How is the teacher developing intrinsic motivation?	
Positive Relationships How does the classroom foster positive relationships: • between adults and children? • Between children? • Between adults in the room? How is kindness communicated?	
Transitions What transition have you observed?	

How does the teacher or other adults in the classroom manage this transition?	
Any other observations around routines and transitions from your observation	
Notes from professional discussion with mentor	
Key points for when you lead an activity and manage the transition at the beginning and end	

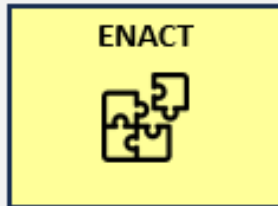




Day 2



Observe in school classes how transitions and routines are established and managed. Record on observation form.



Shadow the class teacher and manage transitions after observing and the class teacher modelling.



Discussion with Placement Mentor sharing observation form and experience of shadowing class teacher.



AT's will observe in school using the same format introduced on Day 1 session 2. This will be a familiar format, so AT's will understand what they are needing to look for.

Professional discussions can be captured and recorded in this workbook too.

Behaviour – Transitions and Routines

ANALYSE

UgB – Associate Teacher Learning Observation

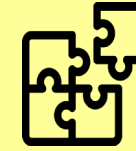
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Positive Relationships How does the classroom foster positive relationships: • between adults and children? • Between children? • Between adults in the room? How is kindness communicated?	
Transitions What transition have you observed?	

How does the teacher or other adults in the classroom manage this transition?	
Any other observations around routines and transitions from your observation	
Notes from professional discussion with mentor	
Key points for when you lead an activity and manage the transition at the beginning and end	



ENACT



ANALYSE



Day 3 - University

Learn that

- Setting clear expectations can help communicate shared values that improve classroom and school culture.
- Behaviour should be modelled by the class teacher establishing and reinforcing behaviours for learning includes expectations, motivational factors, responsibility, independence.

Learn how to

- Establish a predictable and secure environment benefits all pupils but is particularly valuable for pupils with SEND

ANALYSE

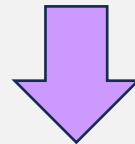


PREPARE



Group discussions around what AT's observed and experienced in school from Day 2.

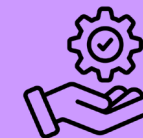
Discuss similarities and differences by phase /key stage/ school size /



AT's will plan and prepare a short story session to share/ deliver to the class.

Key aspect will be how to manage the transition into and out of the activity.

Guidance and support from Lead mentor throughout the session.



The value of preparation and rehearsal.

REHEARSE ROUTINES

DESIGN

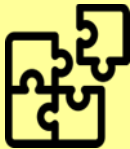
DESIGN YOUR ROUTINES

- Work out what you want students to do in every common situation they encounter:
 - arriving to class
 - entering and getting equipment ready
 - moving from a teacher-led phase to a group work phase
- Describe each routine in as few steps as possible.

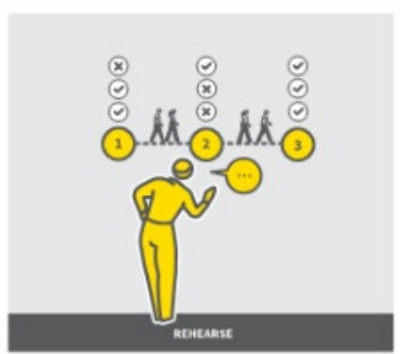
 **TEACHING WALKTHRUS** SERIES **BEHAVIOUR & RELATIONSHIPS** A|D|A|P|T

Deliberate Practice

ENACT



PREPARE



Behaviour – Transitions and Routines

ENACT

PREPARE

Instructional rehearsal – Lead Mentor walks through and ATs walk through the requirements for the opening route of a lesson.

Before the start of the lesson

Check you have completed the below BEFORE you embark on this task in school.

	Tick	Implications for practice.
School behaviour policy and school expectations for the lesson. What does the policy say about starting lessons.		(Each school may be slightly different)
Pupil information for the class being taught.		What does this tell you about the type of class you are going to teach? Are there any pupils you need to be especially aware of? How do you need to respond to these pupils?
Have you got your resources for reading the story. Think about some of the items you might need. ...		

1

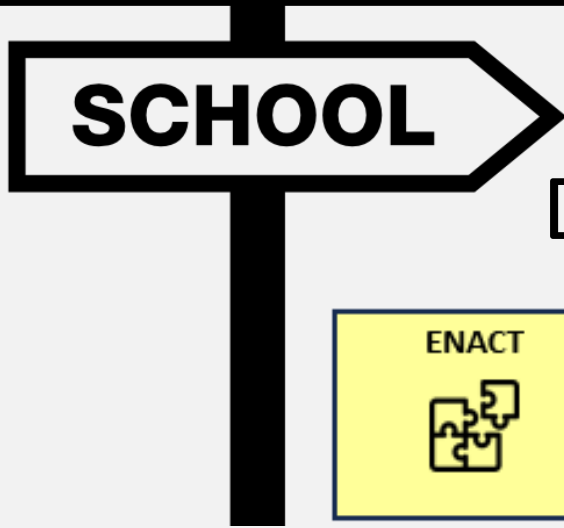
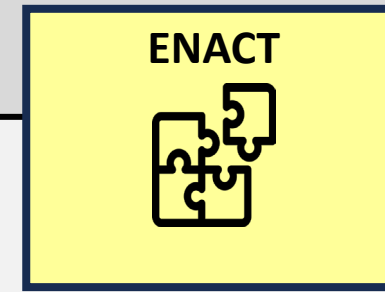
Using the prompt sheet AT's will prepare and map out how they will manage the transition into reading a story to the whole class. This will then be rehearsed with their peers.

Peer feedback

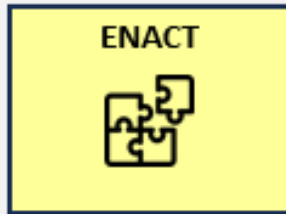
Lead Mentor feedback

Self-reflection





Day 4



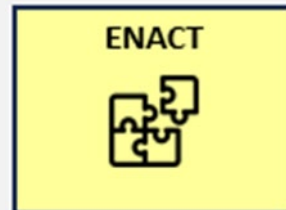
Deliver the planned story activity

AT to independently manage all the transitions using the approaches rehearsed during day 3 with the mentor observing.



Professional discussion of lesson observation

Targeted feedback and target setting - Self-reflection



Shadowing class teacher

Manage transitions alongside the class teacher with them modelling.



Discussion with Placement Mentor

Sharing observation form and experience of shadowing class teacher. Reflection in workbooks on the two different enact sessions and how this will impact on future practice.

SCHOOL

Day 5

ANALYSE



PREPARE



ENACT



ASSESS



ANALYSE



PREPARE



ENACT



ASSESS



Observe in school an alternative key stage/phase to the class they are based in.

Consider how transitions and routines are established and managed. Look for similarities and differences and record on observation form. (1.5 hours)

Plan and prepare same activity from Day 4 using a different book

Using targeted feedback from professional mentor discussions in assess Day 4 prepare to deliver another story following the same transitions and steps. (1.5 hours)

Deliver the planned story activity

Manage transitions using the range of approaches rehearsed and discussed. Consistency and routine to be considered from previous enact opportunities. Professional Mentor to observe and complete feedback form. (30 mins)

Professional discussion of lesson observation

Targeted feedback and target setting - Self-reflection (30 mins)

ANALYSE



ASSESS



Day 6 – University PGCE

Learn how to

- Establish a supportive and inclusive environment with a predictable
- Use consistent language and non-verbal signals for common
- Use classroom directions. Teach and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).

Learn that

- Teaching typically expected behaviours will reduce the need to manage misbehaviour.

ANALYSE



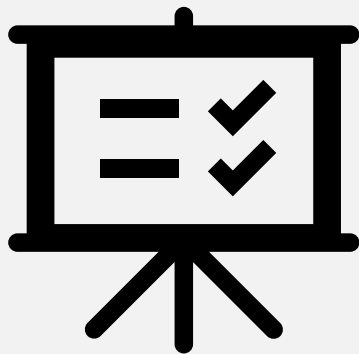
ASSESS



The trainee teacher
behavioural toolkit:
a summary

Discuss this document as a group -
reflect on experiences of the past 5
days and the proactive behaviour
management techniques discussed in
this document.

AT's will create a short presentation reflecting on the
experiences of the ITaP days. Key takeaways and
reflections on the value and importance of routines.
This will be followed by an opportunity to share
presentations with the group and discuss reflections.



ANALYSE



ASSESS



Day 6 – University BA

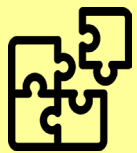
Learn how to

- Establish a supportive and inclusive environment with a predictable
- Use consistent language and non-verbal signals for common
- classroom directions. Teach and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).

Learn that

- Teaching typically expected behaviours will reduce the need to manage misbehaviour.

ENACT



ASSESS



Discuss experiences from the two previous days in school – what have you discovered or seen in practice that will influence your practice.



Discuss and enact modelling scenarios using the knowledge developed across days 1-5



WORKBOOK

In writing reflect on instructional coaching experience from previous session with reference to experiences in school and wider reading as well.

ANALYSE



ASSESS



Day 7 – University BA

Learn how to

- Establish a supportive and inclusive environment with a predictable
- Use consistent language and non-verbal signals for common
- classroom directions. Teach and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).

Learn that

- Teaching typically expected behaviours will reduce the need to manage misbehaviour.

ANALYSE



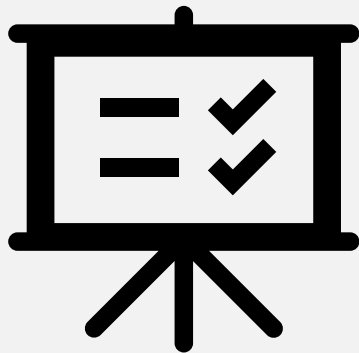
ASSESS



Department
for Education

The trainee teacher
behavioural toolkit:
a summary

Discussions with peer group and Lead Mentor discussing experiences in group reflection activities around The trainee teacher behavioural toolkit: a summary.



AT's will create a short presentation in groups of phase/year group reflecting on the experiences of the ITaP days. Key takeaways and reflections on the value and importance of routines. This will be followed by sharing presentations with the group and discuss reflections.



SBT1 – RM1

Critical Incident

Critical Incident Focus:	
Briefly describe the Critical Incident which stimulated you at this point in your training.	
In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention. <i>What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?</i>	
What steps did you take to secure the implementation of these actions? <i>What have you implemented in your practice?</i>	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your understanding of your Professional Responsibilities
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

A critical incident is an event or situation within your teaching practice that forces you to reflect on what happened and your response. McAteer et al (2010:107) suggest that a 'critical incident is one that challenges your own assumptions or makes you think differently'.

This critical incident is an opportunity for reflection on learning about behaviour management, specifically around transitions and routines.

The opportunity to revisit the ITaP focus and enables the impact of the intense training on broader practice over a longer timeframe to be assessed.

Reference

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