

Quick Reference Guide

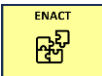
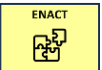
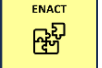
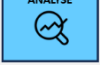
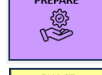
INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
The elements of the five-stage framework, drawn from research by Grossman (2018) supports the design of our ITAP elements of our curriculum to bridge pedagogical theory and teaching practice.				

Behaviour

Pivotal area: Routines and Transitions

Key Question: How do I use appropriate behaviour management strategies to ensure smooth transitions?

ITAP Outcomes	Practicable Skills
Classroom Practice Learn that Establishing a safe and stimulating environment for pupils, is rooted in mutual respect - Demonstrating consistently positive attitudes, values and behaviour is the expectation for all pupils. Learn how to: - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	- 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
Key research used to support the ITAP - 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 - Education Endowment Foundation: Improving Behaviour in Schools (2019) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour - Ellis, S, and Tod, J. (2018) Behaviour for Learning : Promoting Positive Relationships in the Classroom, Taylor & Francis Group - Powell, S. and Tod, J. (2004) 'A systematic review of how theories explain learning behaviour in school contexts'. EPPI--Centre, Social Science Research Unit, Institute of Education, University of London. - Rogers, B. (2015) Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support (4th edn.). London: SAGE. - 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.	

Day 1 – University 	• Introduce ATs to the research. • Analyse managing transitions, and prepare for their first ITaP day in school
Day 2 – School 	 Observation of transitions in the classroom reflecting on aspects discussed during introduce day. Tasks to complete to support this.  Shadow the class teacher and manage transitions after observing the class teacher modelling e.g. lining up, getting ready for break.  Discussion with Placement Mentor sharing observation form and experience of shadowing class teacher. Self-reflection
Day 3 – University 	• Analyse - Group session reflecting on experiences from day 2 in school. • 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. • Enact - Instructional coaching based on plans that have been prepared in groups with peers and Lead Mentor supporting.
Day 4 – School (BA) 	 Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. 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.  Professional discussion with Mentor having observed. Discussions with mentor to reflect on differences between the two enact experiences following on feedback.
Day 4 – School (PGCE) 	 Deliver the planned story activity AT to independently - Manage all the transitions using the approaches rehearsed during day 3 with the mentor observing.  Discussion of lesson observation with Placement Mentor - Sharing observation form and experience of shadowing class teacher. Reflection in workbooks on the enact session and how this will impact on future practice  Observe in school an alternative key stage/phase to the class based in - Consider how transitions and routines are established and managed.  Observe a child with additional needs - Consider how the universal approaches to classroom routines and transitions support the child.  Continue shadowing class teacher - Manage transitions alongside the class teacher with them modelling.
Day 5 (PGCE) – University 	• Assess- Discussions with peer group and Lead Mentor discussing experiences in group reflection activities. • Assess / analyse- Create a short presentation demonstrating the key takeaways from the 5 day ITaP. Group discussion reflecting on shared PowerPoints • Reading to be completed following on discussions with peers and Lead Mentor
Day 5 (BA) 	 Observe in school an alternative key stage/phase to the class based in - Consider how transitions and routines are established and managed.  Observe a child with additional needs - Consider how the universal approaches to classroom routines and transitions support the child.  Following feedback in assess Day 4 prepare to deliver another story following the same transitions and steps.  Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. 
Day 6 (BA) – University 	• Assess- Discussions with peer group and Lead Mentor discussing experiences in group reflection activities around the trainee teacher behavioural toolkit: a summary. (1 hour) • Directed task- Begin to write behaviour section of EDU4140 assignment using the information and experiences from the ITAP