TS 7 - Ensuring Sound Development in Behaviour Management
A Student Journey: BA Primary 2018-19

KEY: | Beginning | Developing | Embedding |

UNIVERSITY of GREENWICH

School Based Training

Centre Based Training

Monitoring & Assessment

Quality Assurance

Ensuring a sound development in understanding Behaviour and Discipline

Year 1

Placement Days and SE1
Throughout the Year 1 Placement Days and SE1 you will engage in personalised School-Based Training Tasks focussing on Behaviour Management, (as identified in the SE1 Handbook) including observations of good practice, discussions with Senior Leaders and Inclusion Managers and identify strategies to support all learners.
You will discuss learning needs, including those with Emotional, Social & Behavioural Difficulties, of the class with SE Supervisors and through observations you will consider how these needs are met.
You will document strategies schools implement to enable access and engagement of children, and during Placement Days and SE1 you will begin to plan for and deliver group and whole class activities taking into consideration effective behaviour management to ensure a good and safe learning environment relevant to the age-range which you are teaching in.
You will follow whole school and classroom strategies for behaviour management and reflect on these during university-based sessions, with your SE Supervisors and within your evidence reflections.
TS1, TS2, TS4, TS5, TS7 TS8

Year 1 Transition (Induction)
Introduction to diversity of learners, learning styles and NC Inclusion Statement
TS 2 TS 5. TS7. TS 8

Education Studies and Professionalism 1
Aspects of Behaviour Management will be developed in lectures and seminars, including How Children Learn and Develop, The Context for learning, The Learning Environment, Interaction in the Classroom, The Planning and Assessment Cycle and Behaviour Management. You will begin to draw on your experiences during Placement Days and SE1.
TS1, TS2, TS5, TS7

Core and Foundation Subjects
You will have input on effective planning within the core and foundation subjects and the links to effective behaviour management. You will be asked consider your experiences during Placement Days and SE1 during taught sessions.
TS 1, TS 2, TS 4, TS 6, TS 7

UPD Days and P Groups
Behaviour Management strategies will be developed further during UPD Days and P Group Meetings, including reflections on good practice observed during Placement Days and SE1
TS 1, TS 2, TS 4, TS 5, TS 6, TS 7, TS 8

SE1
Evidence Reflections on Teachers Standards including TS7.
Target setting with Personal tutor to inform development of trainee within TS7.
SE Supervisor and School-based Mentor joint observations and Interim/Final Report grading.
Data collection and monitoring of SE outcomes to inform future provision for TS7

ESP1, Core and Foundation Subjects
Presentations and assignments are assessed and marked by participating tutors with a 10% moderation process across a range of grades.

SE1 - QA
Joint Observations and Interim/Final Report SE Supervisor meetings with School-based Mentors
ESP1, Core and Foundation Subjects
Taught input on ESP, core and foundation subjects are evaluated by students. Feedback is used to develop the programme.
All academic work is 2nd marked to ensure consistency.

Year 2

SE2
During SE2 you will continue to develop your knowledge and understanding of pupil's learning needs and read, annotate and discuss Behaviour Management Policies with class teachers and Mentors.
You will discuss children's Emotional, Social and Behavioural needs with your school-based mentors and SE Supervisors and after observing your class teacher and other professionals you will consider how children's needs are met.
You will plan for and teach groups and the whole class in the core and some foundation subjects, ensuring that the learning and development needs of all children are planned for and addressed, including those with challenging behaviours.
You will engage in personalised School-Based Training Tasks focussing on Behaviour Management, (as identified in the SE2 Handbook) including observations of good practice, discussions with Senior Leaders and Inclusion Managers, and identify strategies to support all learners.
You will follow whole school and classroom strategies for behaviour management and reflect on these during university-based sessions, with your SE Supervisors and within your evidence reflections.
TS1, TS2, TS4, TS5, TS7 TS8

Yr 2 Enrichment placement

Depending on the opportunities available, you will be able to spend time in different settings such as Special Schools, SEN Units and mainstream settings, which will provide further opportunities to observe effective behaviour management practices.
TS5, TS7, TS8

Inclusion Module:
Lectures and seminars during the Inclusion Module will further develop your understanding of both specific learning needs which children may have, including those with SEN and whose behaviour for learning might be affected by specific needs and/or their environments. Links will be explored and made to children's disengagement in learning and strategies to identify, plan for and support all children.
TS 1, TS 2, TS 3, TS 4, TS 5, TS 6, TS 7

ESP 2:
Aspects of managing and supporting challenging behaviour and behaviour for learning will be developed further in lectures and seminars, including mechanisms for reducing barriers to learning through planning, assessment and individually tailored strategies to support all learners. You will continue to draw upon your experiences in school.
TS 5. TS5. TS 7

Core and Foundation Subjects:
Taught input will include specific strategies for delivering teaching sessions which are both engaging and interactive through the use of a range of resources and approaches which motivate and engage learners.
TS 1, TS 2, TS 3, TS 4, TS 5, TS 6, TS 7

UPD Days and P Groups
Behaviour Management strategies will be developed further during UPD Days and P Group Meetings, including reflections on good practice observed during SE2.
TS 1, TS 2, TS 4, TS 5, TS 6, TS 7, TS 8

Inclusion, ESP2, Core and Foundation Subjects
Presentations and assignments are assessed and marked by participating tutors with a 10% moderation process across a range of grades.

SE2/Enrichment Placements
Evidence Reflections on Teachers Standards including TS7.
Target setting with Personal tutor to inform development of trainee within TS7.
SE Supervisor and School-based Mentor joint observations and Interim/Final Report grading.
Data collection and monitoring of SE outcomes to inform future provision for TS7

SE2 - QA
Joint Observations and Interim/Final Report SE Supervisor meetings with School-based Mentors

Inclusion, EPS2, Core and Foundation Subjects

Taught input on ESP, core and foundation subjects are evaluated by students. Student feedback is used to develop the programme.

Enrichment Placement- QA

Students are supported by a university link tutor

Year 3

SE3
During SE3 you will continue to develop your knowledge and understanding of pupil's learning needs and read, annotate and discuss Behaviour Management Policies with class teachers and Mentors.
You will discuss children's Emotional, Social and Behavioural needs with your school-based mentors and SE Supervisors and after observing your class teacher and other professionals you will consider how children's needs are met.
You will plan for and teach lessons and sequences of lessons in the core and foundation subjects, ensuring that the learning and development needs of all children are planned for and addressed, including those with challenging behaviours.
You will demonstrate that you know, understand and can implement the school's policy for dealing with challenging behaviour. You will demonstrate that you are able to establish and maintain an environment that is safe and conducive to learning for all children, and demonstrate your knowledge and understanding of the roles of colleagues with specific responsibilities for learners with different needs and abilities including those with challenging behaviours
You will reflect on your learning and development in relation to TS7 in your evidence reflections, and your mentor and link tutor will provide written and oral feedback on your ability to manage behaviour effectively to ensure a good and safe learning environment.
TS 1, TS 2, TS 5, TS 7, TS 8, Part 2

Core and Foundation Subjects:
Taught input identifies strategies for developing engaging and interactive teaching which takes account of all children's behaviour for learning through the use of interactive, practical approaches which motivate and engage learners.
TS 1, TS 2, TS 3, TS 4, TS 5, TS 6, TS 7

ESP3 and UPD Days
Through taught input you will have the opportunity to reflect on SE1, SE2 and SE3, drawing upon your experiences in relation to Behaviour Management and the theories, practices and strategies which you will be able to take forward into your NQT year. You will consider the professional duties of teachers and the statutory framework within which they work with specific reference to safe and effective behaviour management.

TS 7, TS 8, TS Part 2

SE3
Evidence Reflections on Teachers Standards including TS7.
Target setting with Personal tutor to inform development of trainee within TS7.
SE Supervisor and School-based Mentor joint observations and Interim/Final Report grading.
Data collection and monitoring of SE outcomes to inform future provision for TS7

ESP3, Core and Foundation Subjects
Presentations and assignments are assessed and marked by participating tutors with a 10% moderation process across a range of grades.

SE3
Joint Observations and Interim/Final Report SE Supervisor meetings with School-based Mentors

ESP3, Core, Foundation Subjects and Research Project
Taught input on ESP, core, foundation subjects and research projects are evaluated by students. Feedback is used to develop the programme.

All academic work is reviewed by external examiners.