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**Primary UG Stage 1**

**Intensive Training and Practice (ITAP) 1: Professional Behaviours and Effective Climates for Learning**

**2024-25**

**Introducing Intensive Training and Practice Experiences**

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| --- |
| **Partnership Values: Aspiration. Collaboration. Leadership**   * Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching. * Collaboration across the Partnership to meet local and regional needs. * Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders. |

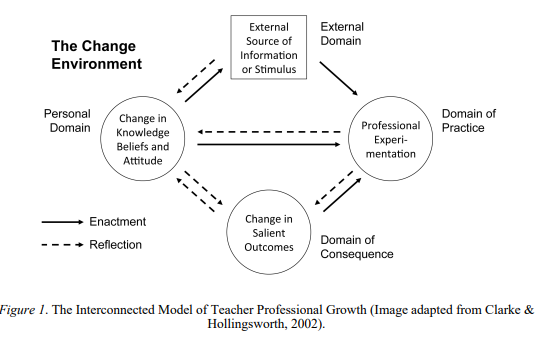
**What are Intensive Training and Practice Experiences (ITAP)?**

Intensive Training and Practice experiences are focussed learning opportunities designed to support you to develop skills and knowledge in foundational areas of the curriculum. Over the duration of your training, you will undertake two blocks of Intensive Training and Practice which will take place in both school and centre, drawing upon the expertise of colleagues from across the education sector.

## **What informs our ITAP? How Trainees Teachers Learn**

In planning out ITAPs, we have used Clarke and Hollinsworth’s ‘Change Environment’ model (2002), which shows that learning needs to happen through the interplay of multiple domains.

* The Personal Domain – our own beliefs and ideas, as well as what we know and how we make sense of new approaches, strategies and perspectives.
* The External Domain – learning about new approaches, strategies and perspectives from reading, professional discussion, direct input etc.
* The Practice Domain – trying out new approaches, strategies, and perspectives in the classroom.
* The Consequence Domain – seeing the results of actions and drawing conclusions on the back of these.



Our ITAPs have been designed to enable you to draw upon what you bring from your prior experiences (the personal domain), supplementing this with input from reading, discussion, and tutor input (the external domain). This will give you a good base of knowledge to take into your school placement (the practice domain) where the final elements of the change environment come into play: experimenting in the classroom and observing the impact (the Consequence Domain).

The focus of your ITAP has been carefully chosen to ensure that they connect to the competencies that underpin our curriculum. They will address the two broad themes outlines below.

|  |  |  |
| --- | --- | --- |
|  | **Domains** | **Specific ITAP Foci** |
| **Summer Term** | Professional Behaviours  Behaviour Management | * Build positive working relationships with expert colleagues * Uphold professional standards * Develop a positive, predictable and safe learning environment |

**The Structure of Each ITAP**

Each of the two ITAPs will follow the same pattern with training happening both at the university and in school.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **WK** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** |
| **WC 21.04.25** | LTU closed | LTU closed | Professional Behaviours @ LTU campus | School Experience | School Experience |
| **WC**  **28.04.25** | Behaviour Management @ LTU campus | Behaviour Management @ LTU campus | School Experience | School Experience | Behaviour Management @ LTU campus |

**How will the ITAP be Assessed?**

Whilst this ITAP will not be formally assessed, the activities, reflections, and practices that you engage in will provide evidence that you are meeting the Core Competencies and are ready to progress to Stage 2 of your training. Your full participation in both ITAPs is an essential element in the final award of Qualified Teacher Status.

***At the end of the ITAP (02.05.25), Trainees will be required to upload this completed booklet to Abyasa. In addition, the Development Record for each of the ITAP weeks should capture the thoughts that you have about what you have learned and the targets that you will work on moving forward.***

**Timetable and Directed Tasks for ITAP 1**

**Week 1**

**w/c 21.04.25**

*Please ensure your Development Record is completed for this week as well as the below tasks.*

|  |  |
| --- | --- |
| **Monday** | |
| NA | |
| **Tuesday** | |
| NA | |
| **Wednesday** | |
| Please reflect on the day in your Development Record using the content from the session and the below reading. The reading and teaching resources can be found on Moodle.  **Podesta, E and Hoath, L. (2022) Chapter 1 ‘ What does it mean to be a professional?’ Professional Studies for Secondary Teaching. Sage.** | |
| 9:00-11:00 | Lecture: What does Professionalism look like? |
| 11:00-1:00 | Workshop: Identifying professional behaviours |
| 2:00-4:00 | Workshop: How do professional behaviours make a successful placement experience possible? |
| **Thursday** | |
| **You will return to school and carry out the directed task below…**   * Identify, in school, **where examples of professional behaviours developed in yesterday’s session** can be seen.   Engage in a discussion with your class teacher/School Mentor throughout the day about where these behaviours may be seen across school.  Collect your findings by typing directly onto **Template 1: Observing Professional Behaviours in School.** | |
| **Friday** | |
| **You will return to school and carry out the directed task below…**   * Across the remaining time in ITAP Week 1 and Week 2, use **Template 2: Structured Professional Behaviour interview** to capture the thoughts of your School Mentor, and potentially other members of the school, about the expectations of professional behaviour in their school and the impact this has.   It may take more than one meeting/interview to populate the template and feel free to use the opinions and thoughts of more than one member of staff in the school to help you complete this task.  *Top Tip – If there is more than one UG Stage 1 Trainee in your school, help your School Mentor by doing the interview, and future tasks, as one group rather than individuals.* | |

**Template 1: Observing Professional Behaviours in School**

*Type your findings into the below template.*

|  |  |
| --- | --- |
| Professional Behaviours developed in yesterday’s session. (eg teamwork, punctuality, communication) |  |
| Where were these behaviours observed in school? (Include specific places, lessons, routines, etc) |  |
| Who was involved? (Staff, pupils, teams, etc) |  |
| What was the impact of these behaviours? (On learning, relationships, classroom environment, etc) |  |
| Personal Reflection (What did this show you about professional behaviour?) |  |
| Next Steps for Your Own Practice |  |

**Template 2: Structured Professional Behaviour interview**

*Type your findings into the below template.*

|  |  |
| --- | --- |
| Who was involved with the discussion/ discussions? |  |
| How would you define ‘professional behaviour’ in the context of this school? |  |
| What behaviours do you think are most valued among staff here? |  |
| Are there specific expectations set by leadership around professional conduct? |  |
| Can you share an example of professional behaviour that you feel really reflects the school’s values? |  |
| How do professional standards differ, if at all, between teaching and support staff? |  |
| What impact do you think professional behaviour has on pupils' learning or wellbeing? |  |
| In what ways do you think pupils notice or respond to the professional behaviours of adults around them? |  |
| What does ‘professionalism’ look like on a challenging day? |  |
| Have you seen a time when professional conduct had a particularly positive or negative impact on the school environment? |  |
| Has your understanding of professionalism changed since you started teaching? |  |
| What advice would you give a trainee or new teacher about professional behaviour? |  |
| Are there areas of professional conduct that you think schools in general could do more to support or develop? |  |

**Week 2**

**w/c 28.04.25**

*Please ensure your Development Record is completed for this week as well as the below tasks.*

|  |  |
| --- | --- |
| **Monday** | |
| Please reflect on the day in your Development Record using the content from the session and the below reading. The reading and teaching resources can be found on Moodle.  [EEF Blog: What are effective Learning Behaviours - and how can… | EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them) | |
| 9:00 -11:00 | Lecture: Reflection on Professional Behaviours and an introduction to Effective learning climates. |
| 11:00-1:00 | Workshop: Independent reading task utilising the EEF: Improving behaviour in schools |
| 2:00-4:00 | Workshop: What influences pupils learning behaviours and their learning climate? |
| **Tuesday** | |
| Please reflect on the day in your Development Record using the content from the session and the below reading. The reading and teaching resources can be found on Moodle.  **Rathmann, K., Herke, M. G., Hurrelmann, K., & Richter, M. (2018). Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. *PLOS ONE, 13*(2), e0189335.** [**https://doi.org/10.1371/journal.pone.0189335**](https://doi.org/10.1371/journal.pone.0189335) | |
| 9:00-11:00 | Workshop: Behaviour policy rationale and language unpicked |
| 11:00-1:00 | Lecture: Establishing effective learning behaviours |
| 2:00-4:00 | Workshop: What does behaviour and effective learning climates look like in school? |
| **Wednesday** | |
| **You will return to school and carry out the directed tasks below…**   * Organise a “learning walk” with your School Mentor. Using **Template 3: Learning walk,** walk around school and try to observe learning behaviours in action. Use the questions to help plan the learning walk. * Use **Template 4: Classroom based behaviour for learning** to carry out a structured observation focussed on the learning climate in the classroom. * With discussion with your class teacher, select, talk to and discretely observe an individual or small group of pupils **across the two days.** When observing think about, “Does the child’s learning and behaviour reflect that of the school and policy?”   Use **Template 5: Pupil Voice** to help record your findings. | |
| **Thursday** | |
| **You will return to school and carry out the directed tasks below…**   * Use **Template 6: How is the day organised to support learning?** to take notes on the ‘key points in a teaching day’ (break/transitions/time for reflection/group work/core and foundation subjects etc). You may not manage to observe each key part on the template or may have additional key parts to add. * You are now to teach a short, planned activity. This can be from the current planning for today or can be influenced by you. It can be small group work, a part of a lesson or whole class. The important thing is that you demonstrate what you have learned about creating an effective learning environment. Class teacher/School Mentor to observe and feedback on how the trainee created and promoted an effective learning environment. Class teacher/School Mentor to use **Template 7: Observation Scaffold** to record the observation. * Bring a copy of your schools Behaviour policy and/or Learning Behaviour policy to your final ITAP day tomorrow. | |
| **Friday** | |
| 9:00-11:00 | Lecture: How do schools ensure consistency within their behaviour policy and expectations? |
| 10:30-1:00 | Workshop: Group Task – Create a behaviour and learning policy using what you discovered at your school |
| 2:00-4:00 | Workshop: Group Presentation – Present their created “Behaviour and learning policy” with best parts from each school’s policies described and explained. |

**Template 3: Learning Walk**

*Type your findings into the below template.*

|  |  |
| --- | --- |
| **Using your Development Record, discuss and record your three key take away points on behaviour for learning and effective learning behaviours from your CBT** | **1)**  **2)**  **3)** |
| **Use these questions to help you on the walk around school…**   * How are expectations for learning behaviours communicated and reinforced across the whole school? * What consistent routines or systems are in place throughout the school to support positive behaviours for learning? * How does the school promote a shared language around learning behaviours? *Use your 3 points from CBT here.* * What whole-school strategies are used to help pupils regulate their emotions and behaviour to support their learning? * How are pupils supported in transitioning between lessons, activities, or spaces in a way that maintains a readiness to learn? * In what ways are staff across the school consistent in their approach to managing and promoting learning behaviours? * How are positive behaviours for learning recognised and celebrated school-wide? * How does the school involve families and carers in promoting and supporting behaviours for learning? * What support is in place for pupils who find it more difficult to engage with expected learning behaviours? | **Complete a learning walk and then record 5 key strategies being used to demonstrate effective learning behaviour.**  **1)**  **2)**  **3)**  **4)**  **5)** |

**Template 4: Classroom based behaviour for learning**

*Type your findings into the below template.*

|  |  |
| --- | --- |
| **Behaviours for learning**  Reflect on how the classroom climate encourages or enables these behaviours through the way the teacher engages the children, the teacher as a role model, rules and routines they have established and how these are promoted, communicated and/or enabled through classroom organisation and the classroom displays.  Note examples of how each of the four quadrants below are developed in your classroom. | |
| **Rules and Routines** | **Teacher as a role model** |
| **Classroom Environment** | **Classroom Organisation** |

**Template 5: Pupil Voice**

*Type your findings into the below template.*

|  |  |
| --- | --- |
| **Use these questions to help you guide your AGE-APPROPRIATE discussion with individual or small group.**  *Seek support from your class teacher about how to carry out these discussions.*   * What is it like to be a pupil in this school and class? * How do they know what the teacher expects of them in terms of behaviour? * Do they understand what happens as a consequence of undesirable behaviour and how do they feel about this? * Equally, what do they think of the consequences for positive, desirable behaviours? * Do they feel safe in school? * Can the pupil or pupils articulate the behaviour policy in the school? | **Collect your findings here…** |
| **How has the behaviour policy been used to support this child with learning across both days?** |  |
| **Are there any challenges in using the behaviour policy to support learning for this child?** |  |
| **Consider what learning behaviour would support the pupil.**  **How will you go about helping pupils develop this learning behaviour?** |  |

**Template 6: How is the day organised to support learning?**

*Type your findings into the below template.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Purpose of**  **Procedure** | **What does the**  **teacher do/say?** | **What is the expected/**  **actual response**  **of the children?** | **Reflection: Why might this happen and what are the implications for your own practice?** |
| **Example:**  **Putting away**  **books at the**  **end of quiet**  **reading time** | **The teacher asks each table to get up, put their chairs under the table and then put their books in their draw before they line up. The teacher praises each group and sets a challenge – can the next group do it as quietly.** | **The children do this quietly and sensibly. Each group responds positively to the praise, and you can see that each group wants to be as good as or better than the last.** | **Moving one group at a time allows the teacher to monitor the children’s behaviour and intervene when needed.  Praising each group has a noticeable effect – the children know what is expected of them and they want to be successful. This made me realise how keen most of them are to do the right thing and get positive feedback for it.** |
| **Entering in the**  **morning** |  |  |  |
| **Registration** |  |  |  |
| **Introducing**  **activities and**  **tasks** |  |  |  |
| **Ending sessions** |  |  |  |
| **Managing**  **playtime** |  |  |  |
| **Managing**  **transitions eg**  **lining up,**  **moving to/from**  **the carpet** |  |  |  |
| **Children**  **needing**  **attention** |  |  |  |
| **Using classroom**  **resources** |  |  |  |
| **Marking work** |  |  |  |
| **Children**  **knowing what**  **to do next** |  |  |  |
| **Tidying up** |  |  |  |
| **Leaving at the**  **end of the day** |  |  |  |
| **Other** |  |  |  |

**Template 7: Observation Scaffold**

*Type your findings into the below template.*

## **Observation Focus: Effective Use of Learning Behaviours**

Below are some suggested “Focus Areas”. You may not be able to comment on all of them. Please amend the scaffold to make it work for you, your trainee, your pupils and your school.

|  |  |  |
| --- | --- | --- |
| Focus Area | Observable Indicators | Comments & Examples |
| Clear Expectations | Learning behaviour expectations are clearly communicated and reinforced. |  |
| Routines & Transitions | Routines support smooth transitions and minimise low-level disruption. |  |
| Pupil Engagement | Pupils are attentive, focused, and actively involved in the learning. |  |
| Encouraging Independence | Pupils show initiative, manage their time, and make decisions about their learning. |  |
| Resilience & Perseverance | Pupils are encouraged to take risks, make mistakes, and keep going when challenged. |  |
| Positive Reinforcement | Praise, rewards, and feedback reinforce positive learning behaviours. |  |
| Behaviour Management | Low-level behaviours are addressed calmly and consistently to maintain a learning-focused environment. |  |
| Peer Collaboration | Pupils work respectfully and purposefully in pairs/groups. |  |
| Emotional Regulation Support | Strategies are used to help pupils manage their emotions and remain ready to learn. |  |
| Inclusive Practice | Learning behaviours are supported for all pupils, including those with additional needs. |  |
| Strengths Observed: What went well? | | |
| Areas for Development: What could be improved? | | |
| Next Steps/ Targets | | |