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Approaches to ITAP

12th November 2024

Session outline

- Context behind the design
- Outline of PGCE Secondary ITAPs and focus on the design and delivery of a behaviour management ITAP
- Outline of PGCE Primary ITAPs and focus on the design and delivery of a behaviour management ITAP
- Overview of points for further consideration going forwards
- Chance for discussion with colleagues (c.20 minutes)

Questions for discussion

- What has been successful about ITAP so far?
- Any challenges?
- Any surprises – either positive or negative?
- Looking ahead….

A reminder of the rationale behind ITAP

20 Days

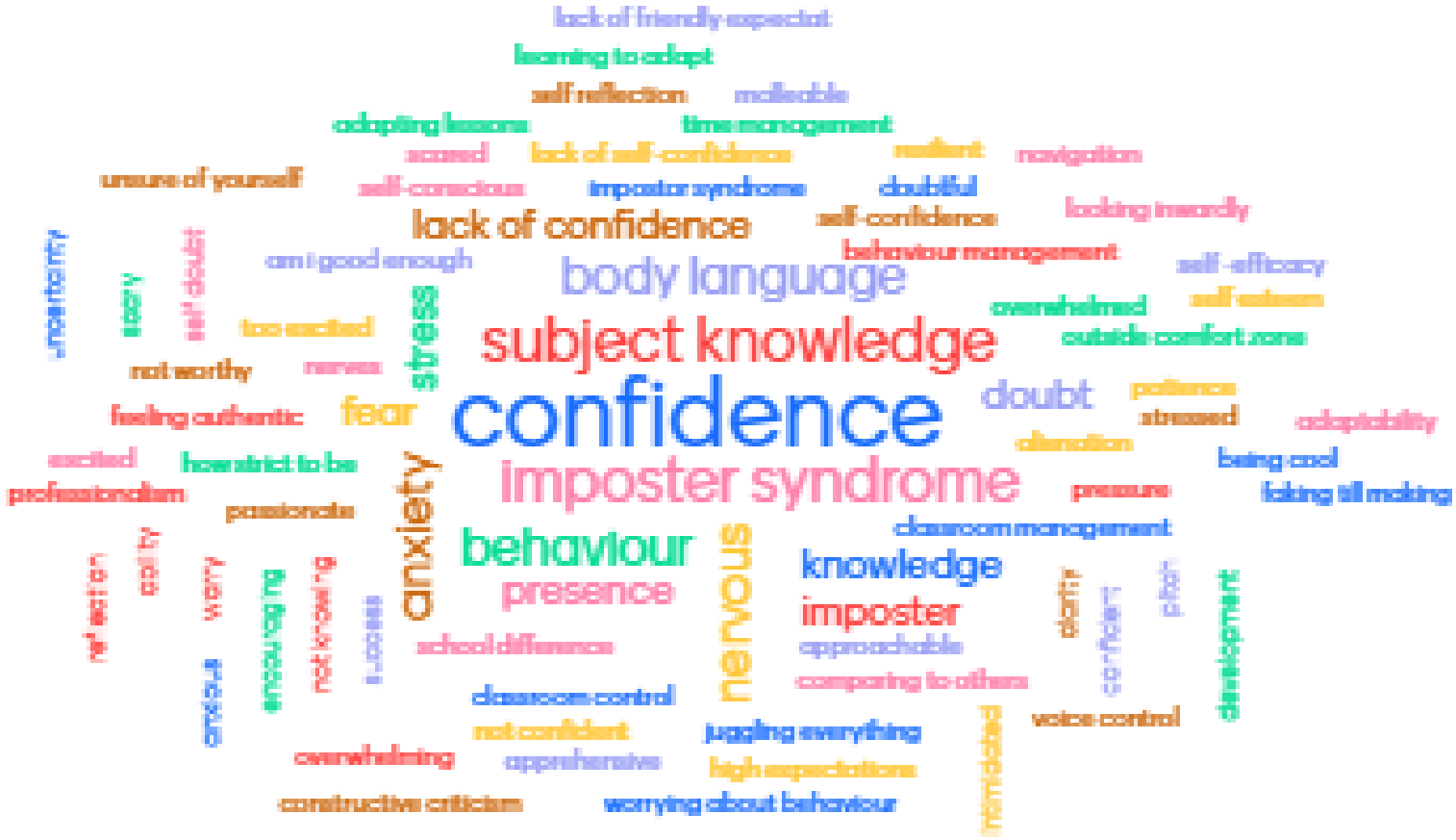
- Carter Review of ITT (2015) Market Review (2021)
- Clinical practice model
- Integrated approach to ITE discussed in 1904 when Dewey talked of the need for ITE courses to have practice which should be integrated with theory.
- This idea has continued to be the subject of discussion over time (Korthagen, 2010; Burn et al., 2023) However, the issue is not exclusive to ITE providers in England; it extends globally to Hong Kong, America; Norway and Austria (Cheng et al., 2010; Grossman et al. 2008; Hammermess,2013; Resh et al., 2021).
- The problem? Implementation at curriculum level (Burn et al.,2016)

Key elements from DfE guidance

- Expert input
- Chance to deconstruct with expert colleagues
- Reflection – cycle
- Clear focus

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An overview of PGCE secondary models


lack of friendly expectat
learning to adapt
self reflection
malleable
adapting lessons
time management
scared
lack of self-confidence
resilient
navigation
unsure of yourself
self-conscious
imposter syndrome
doubtful
lack of confidence
self-confidence
looking inwardly
behaviour management
body language
self -efficacy
self esteem
overwhelmed
uncertainty
am i good enough
stress
too excited
subject knowledge
outside comfort zone
not worthy
nerves
confidence
doubt
patience
fear
feeling authentic
stressed
adaptability
alienation
excited
how strict to be
being cool
imposter syndrome
professionalism
pressure
taking all making
passionate
classroom management
behaviour
knowledge
anxiety
presence
nervous
imposter
identity
confident
pitch
development
reflection
worry
not knowing
school difference
approachable
comparing to others
classroom control
voice control
not confident
juggling everything
overwhelming
apprehensive
high expectations
constructive criticism
worrying about behaviour
intimidated

Early Stage Theory: concerns with self

- Focus on self
- Concern about others' perceptions
- High expectations and pressure to be perfect
- Importance of own beliefs about teaching (Lortie, 1972; Pajares, 1992)
- Focus on need for strategies for control and survival rather than learning
- Reactive rather than pro-active
- BUT – you can return to this stage at any point (Day et al. 2017)

ITAP Themes

Routines, language and presence

Assessment for learning

Specialist SEND case study

Classroom talk

Reading and mathematics at KS1 and 2

Core ideas behind ITAP

- An integrated approach to ITAP involving planning and delivery alongside our partnership schools
- It is the quality of this integrated experience which is important (Grossman, 2010)

Monday

- Carousel of Sessions
- An overview of theory underpinning behaviour management and its context in schools- linked to first assignment
- Routines: led by two ITECs from ITAP schools
- Language: led by two ITECs from ITAP schools
- Presence – a reflective task. ITEC

[redacted] and 10th October ITT schedule

Wednesday 9th October

Arrive at reception at 8:30 (no parking onsite)		
CMR - Introduction, plan of 2 days with HMI/JWA till 9:10		
9:10 – 9:50 tour of school with students – prepare for first observation. Back to CMR before the start of the next lesson		
10:10 -10:40 Group 1 (3 students) with SBU (17) Lesson observation – focusing on routines and movement into lesson HMI to collect then back to CMR for feedback	10:10-10:40 Group 2 (3 students) with AMT (16) Lesson observation – focusing on routines and movement into lesson HMI to collect then back to CMR for feedback	10:10-10:40 Group 3 (3 students) with BLE (6) Lesson observation – focusing on routines and movement into lesson HMI to collect then back to CMR for feedback
Break CMR 11:10 -11:35		
11:35-12:35 [redacted] approach to behaviour unpicked (HMI and AMT)		
12:35-1:25 Lunch CMR – observe end of lunch and movement to lessons		
1:25 – 2:25 Group 1 (3 students) with Lesson observation LCA (Yr 9 Larch rm 39)	1:25-2:25 Group 2 (3 students) with Lesson observation KJO (Yr 7 PE RM 2)	1:25-2:25 Group 3 (3 students) with Lesson observation RLO Yr 8 French rm 33
2:25 -3:25 Group feedback on approaches to behaviour in classroom CMR		

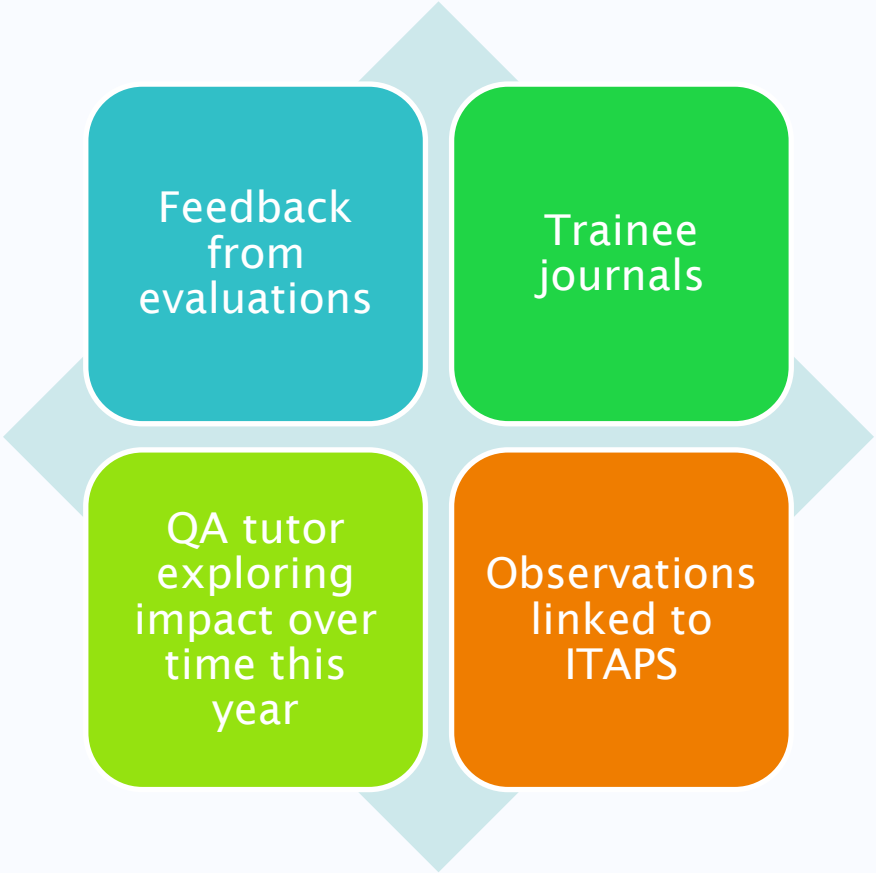


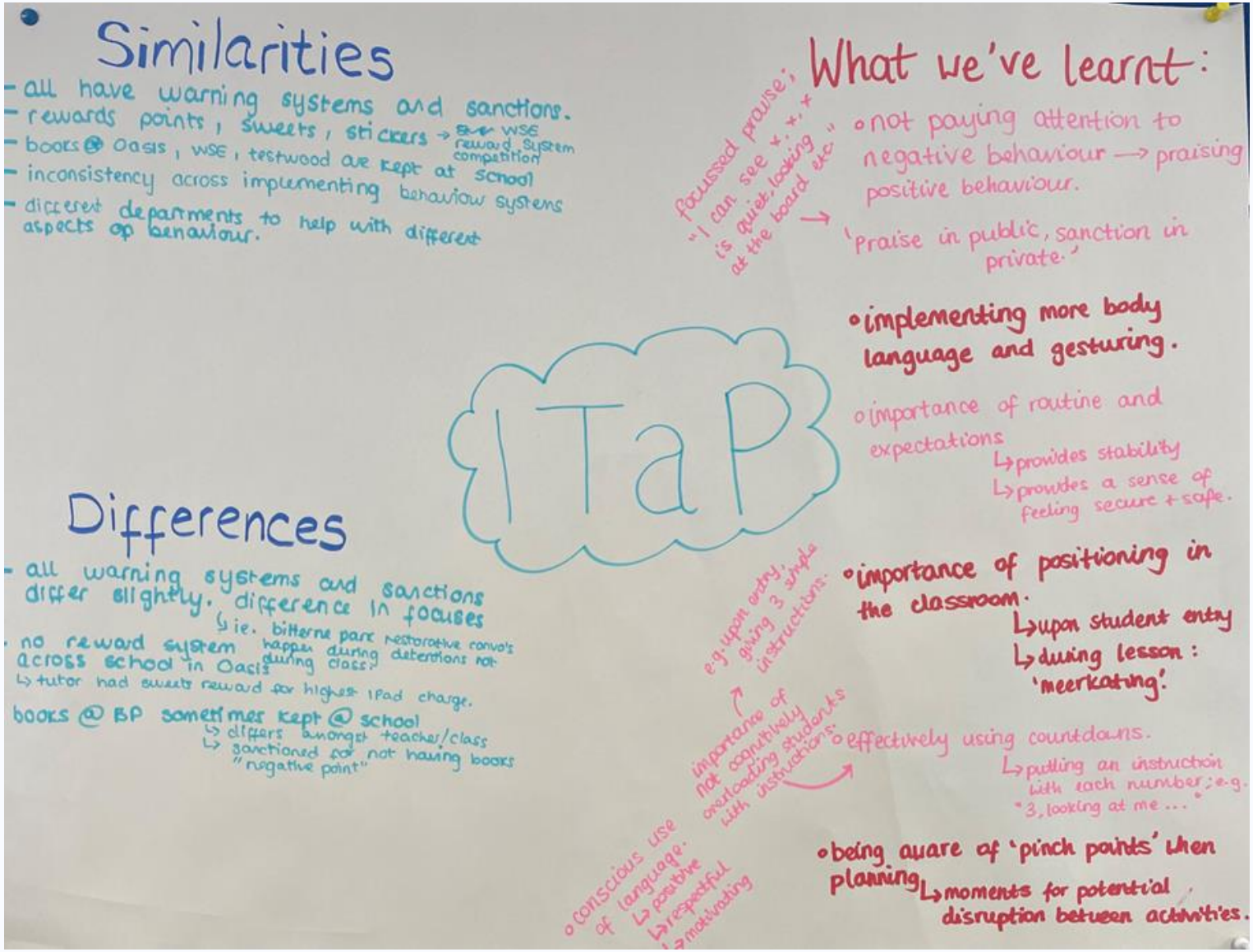


Benefits of this approach?

- Cross curricular groupings – challenge, observation in pairs
- Different school setting – professionalism, resilience and challenge
- Chance to see specialist settings e.g. SEND
- Partnership relations – recruitment and development of staff
- Balance of delivery

How do we assess impact?




Similarities
- all have warning systems and sanctions.
- rewards points, sweets, stickers → WSE reward system competition
- books @ Oasis, WSE, Testwood are kept at school
- inconsistency across implementing behaviour systems
- different departments to help with different aspects of behaviour.
Differences
- all warning systems and sanctions differ slightly. difference in focuses
↳ ie. bitterne park restorative convo's happen during detentions not during class?
- no reward system across school in Oasis
↳ tutor had sweets reward for highest iPad charge.
books @ BP sometimes kept @ school
↳ differs amongst teacher/class
↳ sanctioned for not having books "negative point"
ITaP
What we've learnt:
focussed praise: "I can see x, x, x is quiet, looking at the board etc"
• not paying attention to negative behaviour → praising positive behaviour.
'Praise in public, sanction in private.'
• implementing more body language and gesturing.
• importance of routine and expectations
↳ provides stability
↳ provides a sense of feeling secure + safe.
• importance of positioning in the classroom.
↳ upon student entry
↳ during lesson: 'meerkating'.
e.g. upon entry, giving 3 simple instructions.
importance of not cognitively overloading students with instructions:
• effectively using countdowns.
↳ pulling an instruction with each number; e.g. "3, looking at me..."
• conscious use of language.
↳ positive
↳ respectful
↳ motivating
• being aware of 'pinch points' when planning
↳ moments for potential disruption between activities.

Feedback from schools

- “Flushed with the excitement of our first ITAP, I wanted to write and tell you how proud you should be of your trainees.”

- “I feel truly invigorated by the future of teaching if these brilliant students of calibre are anything to go by.”

Trainee Feedback

- Trainee evaluations revealed that 94% of trainees agreed or strongly agreed that ITAP had had a positive impact on their professional thinking and practice with no trainees disagreeing or strongly disagreeing with the statement.

- “I gained a real understanding of the philosophy behind the behaviour planning in schools”

- “I appreciated having the ability to solely focus on one aspect of teaching”

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Trainee Reflections

"The routines that I have created had more emphasis since focusing on these during the ITAP sessions and since this, I have been praised on my routines nearly every lesson since."

"Through ITaP week, I learnt the importance of managing behaviour by developing and maintaining classroom presence. This could be created by using the space in the classroom and moving around it so that you, as the teacher occupy space. I have shown improvement on this by deliberately circulating the classroom when reading."

Future colnsiderations

- Timings
- Attendance and follow-up

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An overview of PGCE primary model

ITAP Themes

Promoting positive behaviours

Modelling

Questioning

Adaptive teaching

Early Reading

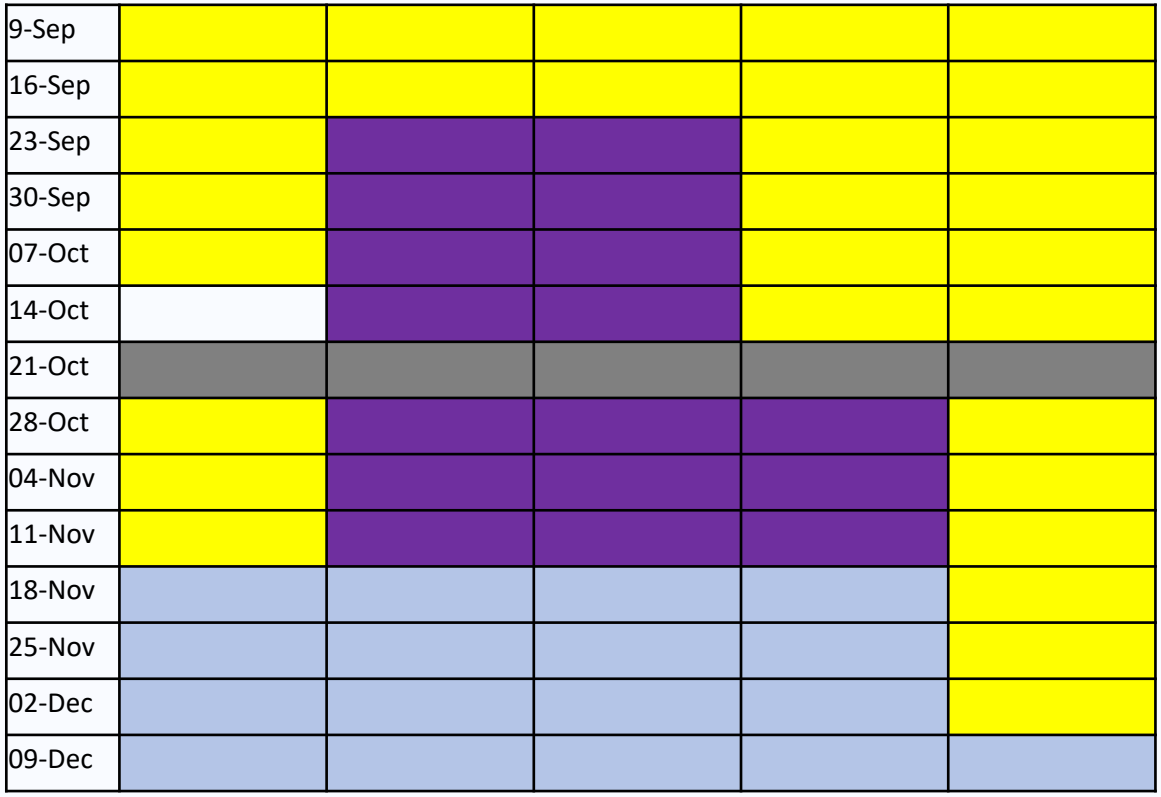
The structure varies depending on the ITAP

Core ideas behind ITAP

- An integrated approach to ITAP involving planning and delivery alongside our partnership schools
- Meetings with experts in the partnership and beyond: educational psychologists, consultants, school partners,

(It is the quality of this integrated experience which is important (Grossman, 2010)

LATiS days


9-Sep
16-Sep
23-Sep
30-Sep
07-Oct
14-Oct
21-Oct
28-Oct
04-Nov
11-Nov
18-Nov
25-Nov
02-Dec
09-Dec

ITaP theme	Rationale CCF Standards: **Learn that**:1.1, 1.2, 1.4, 1.5 and 7.1-7.7 and all **Learn how to** statements in strand 7 plus some in standard 1	Day 1 30 Sept	Day 2 1 Oct	Day 3 2 Oct	Day 4 3 Oct/14 March	Assessment
Promoting Behaviours for learning **(Horizontal)**	A key aspect of effective learning and teaching is ensuring that teachers have the necessary skills to manage behaviour appropriately. We believe it is essential to be proactive in this and want the trainees to know how to encourage effective behaviours for learning as well as how to respond effectively to inappropriate behaviours. Trainees will develop these skills through: • Understanding the common causes of inappropriate behaviours • Understanding some theoretical approaches to promoting positive learning behaviours and identifying how these can be enacted in practice • Observing and reflecting on a range of strategies to a) promote appropriate learning behaviours and b) to anticipate and respond constructively to inappropriate behaviour • Be familiar with latest Government guidance related to Behaviour Management **Core reading:** DfE (2022) Behaviour in Schools Advice for headteachers and school staff. Available at: https://www.gov.uk/government/publications/behaviour-in-schools--2 EEF (2021) Improving behaviour in schools: guidance report. Available at https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1682088820 Chaplain, R. (2018) 'Managing classroom behaviour', in Cremin, T. and Burnett, C. (eds.) *Learning to Teach in the Primary School*. 4th edn. Abingdon: Routledge, pp174-188. +free choice for reflective journal	T & L seminars	Focussed LATiS Activities	Focussed LATiS Activities	T&L seminar follow-up (2x 1/2 days)	LATiS tasks – self and peer assessed and discussed in T & L seminar with tutor Placement 1 recording of themselves and discussing with mentor Placement 1 & 2– through mentor/tutor observation (Placement themes) Reflections on EPortfolio T & L reflective journal entry PtT survey data Tracker School placement review statements

Promoting positive behaviours ITAP

- Day 1: Uni taught sessions (theories, theory to practice, setting up observations and activities for days in school)
- Day 2: In school
- Day 3: in school
- Day 4 (½ day) Seminar and small group tutorial
- Day 4 (½ day): Seminar to revisit later in programme (14th March) after first school placement completed
- Plus: wb 18th Nov placement 1 theme is Promoting positive behaviours. Trainees will record themselves teaching a lesson and deconstruct it alongside their CM. Every weekly lesson is recorded. This process is repeated at the beginning of SP2.

Day 2: in school

Aim: To notice how positive behaviours are promoted in the classroom

Pre-activity: read school policy and consider how this might link to theories discussed at university previous day

1. Observe classteacher-notice use of voice, body language, relationships with the children (followed up in seminar)
2. Observe remainder of lessons noting pre-emptive, ongoing and reactive strategies (recorded in a table, uploaded to Eportfolio/one note and followed up in seminar)
3. After school:

In pairs trainees create a list of “things to remember” to help them prepare for their group teaching the following day

Day 3: in school

Aim: To develop skills in promoting positive behaviours with groups of children

1. Trainees take it in turns to teach a group of children whilst partner observes and takes notes. Follow up in group tutorial next day
2. Each trainee observes a specific child and observes this child closely, writing a commentary of what the child does and what others' reactions are. Trainees then complete an ABCC model and uploads it to Eportfolio. Follow up in seminar next day
3. After school: Trainees discuss with their partner the challenges they may face in promoting positive behaviours when teaching a whole class Follow up in group tutorial

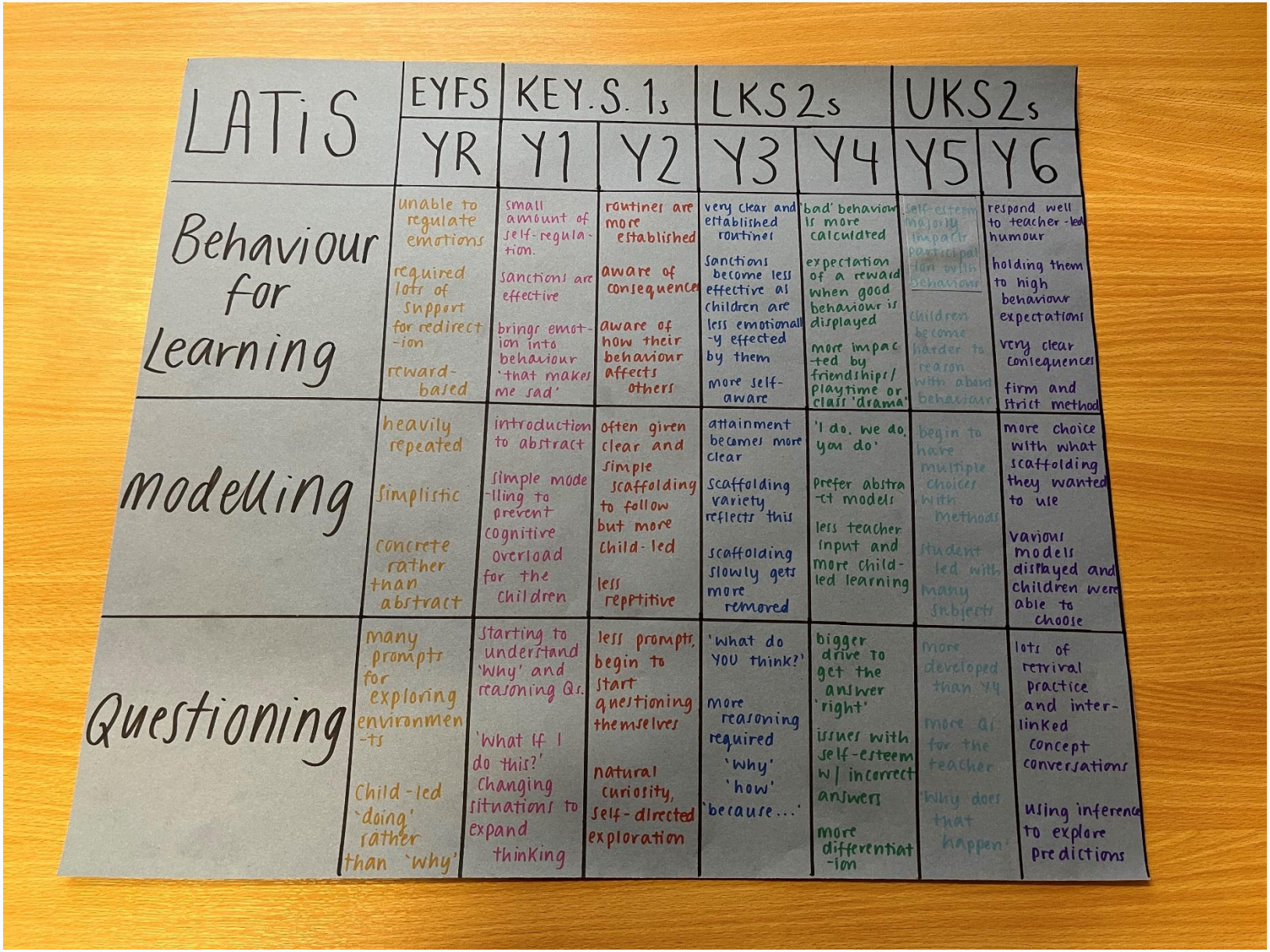
Day 4: ½ in uni during same week and ½ day in uni as a review after SP1

- Feedback and discuss activities done in school on LATiS
- Recorded lesson and deconstruction on SP1
- Revisit key theories/application to prepare for SP2

Assessment of Promoting Positive Behaviour ITAP

- Post it note comments at end of ITAP: 4th October 2024
- Group reflections/activies (see example)
- Group tutorials
- Reflections on Eportfolio (see example)
- Comments on Eportfolio on recorded lesson observations with specific comments about ITAP theme
- Preparedness to teach surveys (Jan, April & June 2025)
- Review statements

Group activity



LATiS	EYFS	KEY.S.1s		LKS2s		UKS2s	
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Behaviour for Learning	unable to regulate emotions required lots of support for redirect-ion reward-based	small amount of self-regulation. sanctions are effective bringr emot-ion into behaviour 'that makes me sad'	routines are more established aware of consequence aware of how their behaviour affects others	very clear and established routines sanctions become less effective as children are less emotionall-y effected by them more self-aware	'bad' behaviour is more calculated expectation of a reward when good behaviour is displayed more impac-ted by friendships/ playtime or class 'drama'	Self-esteem majorly impactr participat-ion with behaviour children become harder to reason with about behaviour	respond well to teacher-led humour holding them to high behaviour expectations very clear consequences firm and strict method
Modelling	heavily repeated simplistic concrete rather than abstract	introduction to abstract simple mode-lling to prevent cognitive overload for the children	often given clear and simple scaffolding to follow but more child-led less repptitive	attainment becomes more clear scaffolding variety reflects this scaffolding slowly gets more removed	'I do, we do, you do' prefer abstra-ct models less teacher input and more child-led learning	begin to have multiple choices with methods student led with many subjects	more choice with what scaffolding they wanted to use various models displayed and children were able to choose
Questioning	many prompts for exploring environmen-ts Child-led 'doing' rather than 'why'	starting to understand 'why' and reasoning Qs. 'What if I do this?' changing situations to expand thinking	less prompts, begin to start questioning themselves natural curiosity, self-directed exploration	'what do YOU think?' more reasoning required 'why' 'how' 'because...'	bigger drive to get the answer 'right' issues with self-esteem w/ incorrect answers more differentiat-ion	more developed than Y4 more Qs for the teacher 'why does that happen'	lots of retrival practice and inter-linked concept conversations using inference to explore predictions

Extract from a trainee's reflection

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CCF Statements	In University	In School	What learning will I take forward?
1.1, 1.2, 1.3, 1.4, 1.6, 7.6	At university, we focused on behaviour management and positive learning behaviours. There was an emphasis on thinking about why a child misbehaves rather than sanctioning them. It was interesting to learn about all the different approaches and theories that can be applied to behaviour and the reasons for various behaviours. Also, the 'ABCC' model was insightful in applying the theories to break down the behaviour and understanding the communication the child may be trying to show. This made me think about how important it is for a teacher to create a safe environment where the children can learn and feel that they can communicate appropriately in the classroom by managing their behaviour. Garner (2019) also re-affirms this by stating that creating an appropriate climate can encourage how children think about themselves, their relationships with others, and how they view their curriculum. Therefore, these ITAP sessions have showcased the importance of managing classroom behaviour. Still, more importantly, it has had me thinking about how essential it is to question and understand where the behaviour is coming from and what it might be that the child needs.	In the classroom, I observed a child who, at first, I thought was a well-behaved child, had a few behavioural issues, such as not paying attention and taking their time when asked to do something. Before the ITAP sessions, I would have thought that the child was acting out or having a bad day and should have been reprimanded without thinking about why they were acting out. However, after solely focusing on their behaviour, I applied the humanist approach of trying to understand why the child was acting out rather than a behaviourist approach. I noticed that they wanted attention, regardless of whether it was positive or negative. Also, I noticed that they would withdraw when the teacher was teaching the topic, leading them to want to regain control by taking their time and defying instructions. Although this experience was helpful in understanding the child's behaviour, it was only possible as I was focused on one child. I can see how this could be difficult for a teacher with a classroom of 30 children, and I did see that the teacher gave out sanctions as she did not have the time to get to the root problem of every misbehaving child. An example of a sanction would be moving down on the behaviour chart, which punished the	When I am in placement and teaching in the future, I will try to find out what the child is trying to communicate to me through their behaviour rather than sanctioning and manipulating their behaviour to what I desire from them. I will also always try to take a humanist approach to strengthen the relationship between myself and the children. This would help me control and maintain positive behaviour management in my classroom. It will also showcase that the classroom is a safe space for them to express their emotions.

Trainee feedback:

- *"Having the combination of ITAP days spread across the university and LATiS days meant that I was able to apply the learning immediately in practice and identify the theories learned."* (Integration)
- *"I like how there's a focus to look at whilst on LATiS as it means I'm not overwhelmed by trying to look at everything but instead deep dive into one area."* (Sharp focus)
- *"I found behaviour for learning very useful in giving some ideas to try. I like that it is early into LATiS as it is something that can be observed throughout and is one of the most important things I wanted to know about when I started."* (Relevance and timing of ITAP)

Feedback from schools

- Very positive overall

Benefits and challenges

- Network of schools already established through LATiS
- Positive impact reported by trainees/schools and tutors

- Time spent re writing sessions/activities
- Training for LATiS class teachers
- Additional tutor staff time for small group tutorials

Questions for discussion

- What has been successful about ITAP so far?
- Any challenges?
- Any surprises – either positive or negative?

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YOUR QUESTIONS