

Talk-throughs:

- Talk through how you have developed your own behaviour management skills during this year. What have you learned and how will you use this with your own class?
- Talk through how you have set goals and challenges for **all** children in your class, particularly higher attainers.

Key readings and university sessions:

- [Department for Education \(2013\) Behaviour and Discipline in schools: guidance for headteachers and staff](#)
- [Bennett, T. \(2020\) The beginning teachers behaviour toolkit: A summary](#)
- The students have developed an understanding of: Maslow's Hierarchy, Rogers' Core Conditions, Social Learning Theories, Motivation Theories and Behaviourist approaches
- The 3Rs to behaviour curriculum prompt sheet has been provided

Prompt questions for observing children and expert colleagues:

- How do children understand the expectations for behaviour in school/in class/in particular subjects?
- How do expert colleagues work with other colleagues to support pupils in managing their behaviour?
- How do expert colleagues use language to promote the desired behaviour characteristics for learning and respond quickly to low-level disruptions?
- How do performance and mastery goals change children's learning behaviours?
- How do children respond to praise/rewards/sanctions and how is this different to the age group you worked with in Phases 1 and 2?

Prompt questions when being observed or evaluating your practice:

- How have you refined your setting up of routines and positive relationships from the beginning of this placement?
- How have you been applying the school/class behaviour policy to establish a safe learning environment?
- How have you refined your consistent approach to managing key transition times to ensure the children have clear expectations?
- How have you been dealing with low level disruptions?
- To what extent have you been clear and consistent in your expectations of learning behaviours throughout the school day?

Key reflective question: **How do your relationships and expectations in a primary classroom support children's learning?**