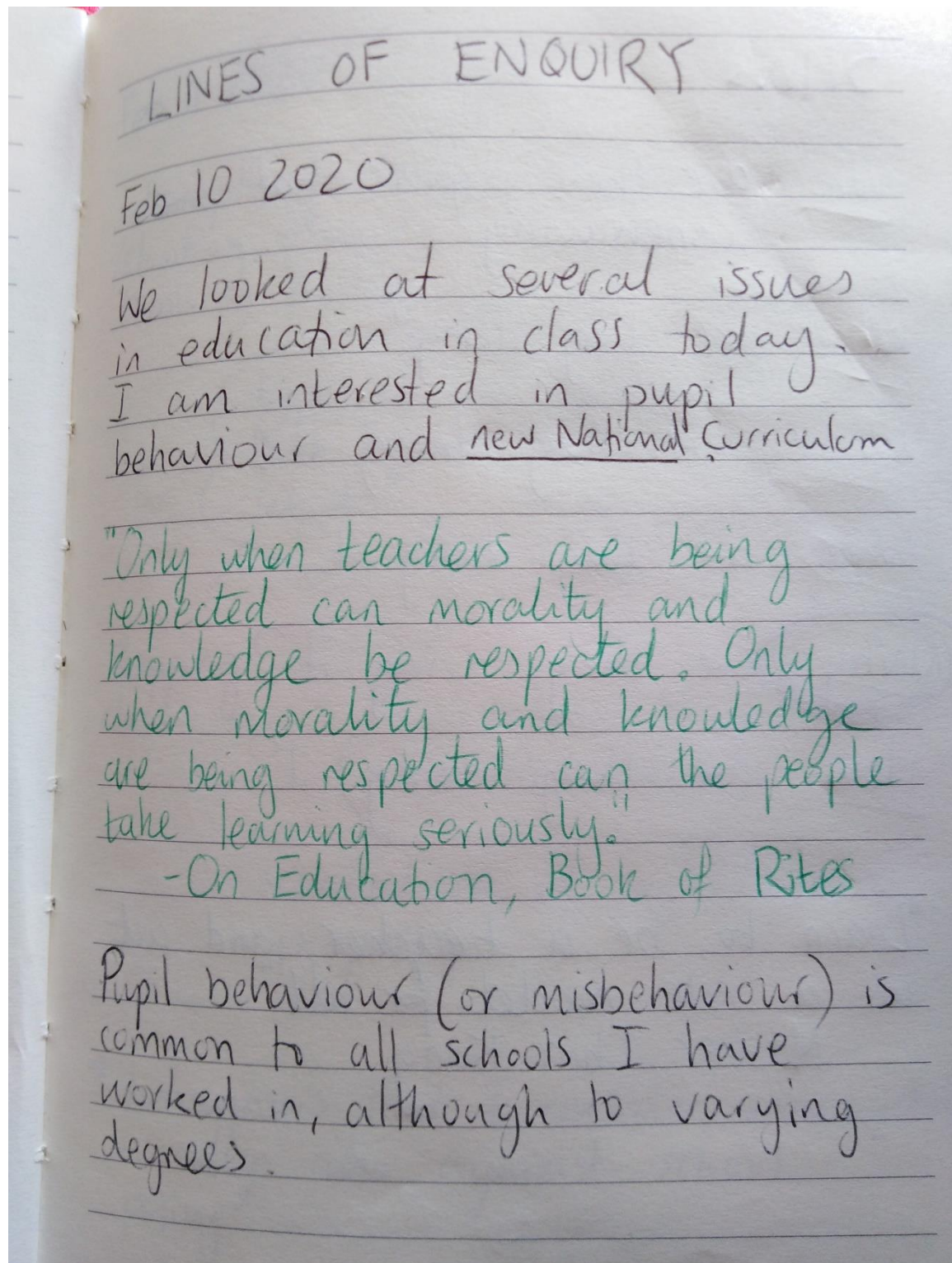


Lines of Enquiry Placement Journal and Portfolio

Part 1: Journal recorded during placement from February 10th, 2020- March 6th, 2020



5HWs

Who are these pupils that are misbehaving?

What are they doing?

Where are they doing it?

When are they doing it?

Why are they doing it?

How are they doing it?

"Learn to be a teacher and act as a role model for all."
- Master Chin Kung

homophobic/racist

Feb 11 2020

disrupting class
(shouting, playing,
throwing things...)

Swearing

abusive
language

{ types of 'bad' behaviours
that I have observed in
schools* }

fighting

Skipping
class

refusal to follow
instructions

vandalism of pupil/school
property

* behaviours that I consider unacceptable,
usually also against school
policy

forgetting P.E. kit

not wearing official
school uniform

tardiness

other types of behaviours
that is considered 'bad'
dependent on the school *

dyed
hair,
piercings

using mobile phone
during school hours/
on school property

not completing/
submitting homework

*I believe that many of these are
circumstantial, some even have
potential benefit eg. phones in class

"education provision for everyone"

"education according to individual differences"

- Confucius AKA Eternal Exemplar of Teachers AKA Teacher of Utmost Virtue and Wisdom

QUESTIONS

① What causes these behaviours - are there different causes for each behaviour? What about each pupil? What are the trends, if any?

② How can we as teachers help to effectively resolve these - incentives vs punishments
types of incentives + punishments
innovative ideas/methods

understanding children vs
understanding 'the child'

③ What support do we need/ is
available to meet these needs?

"All cultivation methods are
equal, and none are superior
or inferior"

- Buddha

Feb 12 2020

Day 1 of placement: Local Primary
School, Autism Unit, T.A. role
8:30 - 15:30 (7 hrs) 7

Job requirement - provide support
to the unit in the absence of
permanent staff.

Smartly dressed, with ID, I started

my day at the school. Briefly met with headteacher, then straight to unit. Met staff, read introduction cards about the children, then children started to arrive.

Morning: Bounce-disco activity. 2 children, 2 staff members. Children unable to communicate verbally (but this DOES NOT mean they have nothing to say) - used sign/body language, pointing, grunting etc. Children bonded easily, appeared happy. Next activity - Relaxation. Calms kids down for rest of day. Playtime - Outside, watching for potential hazards. Ensuring kids safe and happy, warm, fed. Art class - group painting, sticking, finger-painting, buttons, ribbons, PVA, - created a masterpiece! kids very creative, staff giving praise often.

Lunch - Staff switches / half supervise eating / half supervise playtime - I helped supervise playtime.

After lunch - Circle time, singing, playing
Off-site café visit - walked kids using reins. Extra-aware of safety, crossing roads, other people etc - Return to school, free play, homework.

Observations

Behaviours - some tantrums/meltdowns - Staff members familiar with children involved able to understand, deescalate (sensory room, personal space, reassurance etc)

- Some kids affectionate - hand-holding
- Sometimes children disengage - become withdrawn - need gentle reminder of what they should be doing.

- No negative / unacceptable behaviours
eg. fighting.

Well-being - kids well looked-after -
safe, comfortable environment, kind
helpful staff, access to clean water,
healthy food. Staff appear to genuinely
care for all of the children - great!

Facilities - Computer room, sensory room,
disco room, kitchen/classroom, bathroom,
second classroom, 2 x playgrounds -
swings, hammock, slide, climbing frame
etc. Clean, modern, good condition.

Other - motivational posters everywhere!
Health + Safety, First Aid posters in
staff room. Staff to pupil ratio nearly
1-1. Compulsory inset/twilight sessions
(staff training)

What I learned

'Intensive Interaction' - teaching pre-speech fundamentals of communication to people with learning difficulties.

Eg. mirroring, repetition

'Color relax' (not colour relax)

- visual + aural relaxation aid - YouTube

Challenges

Sometimes kids desperately trying to communicate sth but unable to express themselves / I was unable to understand. Frustrating for kid + me. Tried really hard to understand. Visuals, cards, computers etc v. helpful.

*I went on a BSL course in 2019 - maybe time for a refresher?

Feb 13 2020

"Education and skills are key to improving life chances but the stark fact is that children's educational outcomes are more likely to be determined by their home background than by their personal characteristics"

- Huw Lewis, Minister for Education and Skills (ex) 2014

"Where there is thoughtful and active leadership; where children are supported to overcome the ~~high expectations~~ barriers they face; where families are engaged in their children's education; where we set high expectations and encourage high aspirations; this is where we see children succeeding against the odds."

- Huw Lewis, Minister for Education and Skills (ex) 2014

Welsh Gov - Rewriting the Future

- ~~Balance~~ Reduce attainment gap
- High quality teachers/teaching
- Subsidies/support for deprived kids
- Involve parents/carers
- High expectations for all
- Reduce NEET people
- Teach children self-planning + self-evaluation skills
- Free breakfasts
- Mitigate deprivation
- Sustainable workforce
- Deploy support staff effectively
- Support young people with career + education options

I think that home-life is key to learning - kids whose parents monitor their homework are less likely to play truant (Attwood 2014)
Families with high cultural capital more likely to have high expectations

for their kids. (Rewriting the Future 2014)^{also}
Parents with negative perception/experience
of school less likely to get involved in
child's education - therefore lack of
academic support, encouragement, interest,
motivation, pressure, aspirations, expectations

Welsh Gov - '7 core aims' influenced
by UNCRC - 'Flying Start' for
every child.

Parental (carer) support essential to
realising this ambition -

Feb 14 2020

What is Social Property?

- Instinct for questions one must ask and things one must know
- Sixth sense

Question time: What strategies could I use to make sure that I get the best out of the pupils at school?

Think about engaging learners, challenging learners, motivating learners.

Feb 16 2020

Thoughts whilst watching 'Educating Manchester'

- Role of mobile phones in school/classroom
- Time-out pass (time out of lessons authorised by teacher for certain pupils that need it)
- Dangers/Benefits of social media
- Responsibility as reward - school council, head girl/boy, music/art

drama roles

- Importance of supporting pupils - not only academic support but also social support
 - Understand why young people will/will not behave in certain ways
 - why won't they attend class?
 - why won't they participate in exams?
 - why will they do X.?
- (Each student is unique and there will be an individual reason for everything they do)
- Humour as a basis of engaging pupils
 - Flexibility is essential to working in a school environment
 - Approach issues from a 'put yourself in the other person's shoes' perspective - also use this technique to help children understand how their actions may

- affect others
- seek advice from peers
- duty of care

Feb 17 2020

Do schools kill creativity?

Sir Ken Robinson, TED, 2006

- Hierarchy of subjects
 - Literacy and Numeracy
 - Humanities
 - Arts

- How does this relate to new N.C.?

- Creativity is key - all humans are creative - we should nurture this instead of repressing it.

Feb 18 2020

"... 88% of teachers in Wales believe there is a widespread problem of poor pupil behaviour ^{across} schools..."

Pupil indiscipline is one of the top three concerns teachers have about their job...

verbal and physical abuse is going unchallenged... not addressed in a robust and timely manner

growing culture in schools of 'blame the teacher' rather than holding pupils accountable for their behaviour"

- Chris Keates, NASUWT

31/01/20 - NASUWT opens hotline for teachers across Wales to report

concerns about pupil indiscipline

Resource: MYM (Million Youth Media)
Short dramas exploring issues relating
to young people

Feb 19 2020

Day 2 of placement: Personal Assistant
to Autistic boy, aged 15,
13:30 - 16:30 (3hrs) 10

Job requirement - provide support
for X by taking him out in social
situations and advising and guiding
him in acceptable behaviour, helping
him on the path to independence

Step 1 - pre-arrange activity with
X and Mum - otherwise X can get

anxious. Many kids like routine in their lives. X wants to go to cinema.

Step 2 - Pick up, chat with Mum, check no issues, chat with X, he is hyper - excited for film - drive to cinema - X wants chocolate + cola - I try to encourage healthy eating but X is particular about food

In an ideal world everyone would eat healthily but this can only be suggested/encouraged, not forced. Food can be an issue for kids for different reasons.

Step 3 - watch film, X fully engaged, no issues.

Step 4 - Post film, X bored, X is a train enthusiast - suggest visit to railway station. Use kids' interests

to engage them. Keep up to date with popular culture. This could also be classroom based. X tells me facts about trains - I learn from him!

Skills/traits required

- Preparation + planning
- Patience
- Always have 'Plan B'
- Not sensitive to direct language
- Be a role model
- Explain clearly + simply
- Constant risk assessment

Feb 20 2020

Reading literature on topic - some evidence that peer tutoring can increase on-task attention and behaviour and decrease off-task behaviour in

kids with ADHD.

DuPaul, GT et al, Peer Tutoring for Children with ADHD: Effects on classroom behaviour and academic performance, 1998

Frequent, immediate, individualised feedback can enhance academic performance.

Peer tutoring easy to implement and moderately effective for improving behaviour and academic performance.

* This applies to ADHD kids. How does it relate to mainstream learning? Is it currently implemented? Could it be effective?

I would suggest YES. Peer-Assisted Learning is already used in some schools/universities. It benefits the less-able student by hearing something from a same-level perspective, phrased in 'student-speak' not 'teacher-speak'. It benefits the more-able student

by getting them to think thoroughly about the topic in order to teach it to their peer. 'Partnering' students has been used in schools for decades.

Feb 21 2020

Listening to BBC Radio 4 Desert Island Discs on drive to class today - guest Ian Wright, footballer. Talking about his school years - content worth mentioning

"I couldn't sit still. Teacher made me collect register and milk monitor. Made me feel useful and made school life meaningful. Teacher was proud of me." - Paraphrased

Ian Wright talks of not feeling able at school, not confident, unable to read and

write well, but because his teacher gave him responsibility he found meaning in school. Football was a reward for good behaviour - so he behaved. If he behaved badly he was not allowed to play.

This is from the 1970s but still relevant today. Kids want to feel

- liked
- cared for/about
- meaningful
- attended to

If there are issues with behaviour, responsibility could be one way to resolve this. Also rewarding good behaviour. Punishing bad behaviour.

Types of reward

- responsibility - milk monitor - form captain - prefect etc

- star/sticker system (younger kids)
- free time / free choice / golden time / choosing time
- prizes (~~pr~~ no sweets)

Punishment

- loss of privileges
- sit on quiet / thinking chair (young kids)
- detention (older kids)

Which is more effective, reward or punishment? REWARD REWARD REWARD

Invited to NASUWT conference
21-22 Feb, Birmingham

Networking dinner, met other
teachers, two working in PRU

INTERESTING - discussed behaviours, attendance, attainment etc. Huge funding (£14,000/child) + SEN co provision. General consensus - these kids are NOT mainstream + should not be treated as such. Different expectations. Kids are great, deserve support, need help but emphasis is on meeting mainstream expectations. Both teachers believe kids are different and should be assessed differently. Many success stories, just not mainstream 'normal' success.

Other teacher Spanish teacher. Chose not to work in Wales because of language requirement. Welsh language requirement offputting to foreigners.

Other teacher near retirement - pension rule.

Feb 22 2020

Conference breakfast - social talk, much discussion of new national curriculum - negative feelings by other teachers "failed in England" "difficult to co-ordinate" "heavier workload" "teacher absences would result in inability to implement" "will probably fail"

WOW. To what extent will this negative attitude impact the implementation and success of new nat. curr.?

Morning workshop - bullying and hate crime - different types, reasons, strategies for dealing with it - taking positive action - don't be a bystander, be an upstander

received activity pack and resources

Address, Q+A, sharing good practice,
open discussion

- law
- rights
- equality
- diversity
- advice

Afternoon workshop - promoting LGBTI equality in primary schools - aim to make all children tolerant and respectful to EVERYONE including LGBTI. Begins with education - love is love, there are different types of family units etc. Ignorance breeds hate - address this early on in primary school. Be transparent, communicate with parents. Normalise LGBTI at for primary aged kids to eradicate/prevent homophobia, bullying, hate

crime etc in later years. Promote tolerance, acceptance and inclusion.

- Fantastic resource pack + discussion

Misc. free pamphlets and guides on:
health and safety at work
the Prevent strategy (extremism)
childnet (safer online behaviour)
sexuality and gender identity
starting out (guide for new teachers)
preventing Islamophobia
pupil performance data and capability of teachers

Feb 24 2020

Day 3 of placement: Local Primary School
Autism unit, T.A. role
8:30-15:30 (7hrs)

Same school as last time (Feb 12) same structure, staff, kids. Building good rapport with everyone.

Observations

Able to observe how each child communicates - verbally + non-verbally.
- Hand holding, pointing, noises, touch, leading

Staff constantly praise good behaviours and effort - "good listening" "well done for sitting nicely" "beautiful painting"
- rare negative language
"no spitting" "don't scratch"
- precise and concise instructions
"line up" "sit here" "wash hands"

Some behaviour issues - day back after half-term. Not used to routine. It appears as though kids do not know which behaviours are unacceptable, or else cannot control themselves. Does

not appear to be purposeful or malicious. e.g. spitting & wiping, eating floor-stuff, removing coat outside, shrieking, removing socks and shoes...

Staff: patient, kind, gentle, firm
head of dept "ensure kids are happy, healthy and safe... then help them to learn"

- 7 core aims
- UNCRC
- safeguarding

Feb 25 2020

Day 4 of placement: Comprehensive
Secondary School, Autism Unit,
T.A. role 8:30 - 15:30 (Thrs) ²⁴

Similar role to previous placement
days, except that kids are older

(11-17).

Day - Morning meditation, circle time,
newsround 9-10ish

1-1 support for A-level student on
coursework 10-12ish

lunch

1-1 reading and computer support
12:30-1:30

Film and play til end of day.

Building has main room, kitchen, sensory
room, reading room, play room, hygiene
room...

Staff to pupil ratio 1-1

Reward system - colour coded cards -
earn 1 for effort/good behaviour. Earn
5 in a day for reward - 1 pad
time, free time etc. Attainable, effective

Pupils' work on display - lots of tech (keyboard, I-Pad, camera, laptop) for kids to use - cooking lessons - some kids in integrated classes (with mainstream) - GCSEs, A-levels, garden, playground...

Feb 26 2020

Researching new National Curriculum today.

Thinking about behaviour and why it matters.

Started first draft of assignment.

Classroom behaviour is so important. It sets the tone for the entire class and affects learning outcomes. Order, structure and respect are conducive to learning, understanding and retaining information.

Good behaviour - no disruption -
ample time to teach - Q+A at end

Bad behaviour - needs to be addressed -
waste time - teaching incomplete -
students do not have complete info/
understanding

Feb 27 2020

Day 5 of placement: Local Primary School,
Nursery, T.A. role 8:30-15:30 (7hrs)
31

Nursery - 3-year-olds

busy - fast - constant - hard work

kids mixed - disobedient + obedient

rude + polite

nervous + confident

These kids are tiny, learning constantly,
they are being nurtured and cultivated

right now.

3 stages - Sep, Jan, Apr start
Some just started school last month
All have adapted differently

There are basic skill sets they are
expected to learn - much of this is
through play and creativity

Lots of behaviours issues -

pushing

running away

ignoring instructions

taking other people's things

not sharing

making mess and not

tidying afterwards

crying

name-calling

answering back.

Some are understandable, e.g. crying

because school is new, missing mum etc
Some need getting used to eg. sharing
if only child

Some clearly reflect parenting eg. good
manners 'please' 'thank you', listening and
obeying vs hitting kids, running out of
classroom, ignoring teacher or answering
back 'no' etc

Important to explain rules and expectations
early on. Set boundaries, reward systems
and explain consequences of actions.
Be consistent, create a routine. Set
the tone for the rest of the school
years.

Better to teach a 3-year-old how to
behave than wait til he is older.
Kids more adaptable when younger.
Lead by example, be a role model
Firm but fair. Always be kind.

Positive language
"Good manners"
"Use kind words"
"Well done for listening"
"I like it when you wait for
your turn"

Notice and praise positives.

Early years are formative years.
So important,

Feb 28 2020

Day 6 of placement: Local Primary School,
Nursery, T.A. role, 8:30-15:30 (Mrs)

Eisteffodd (sp?)

3-yr-olds have prepared song & poem
for the show

30 kids, 3 staff - lead to hall
like herding sheep but all sheep
running in different directions

Some kids performed well, some sat well,
some could not / would not listen, take
direction.

Kids are small and unused to sitting
in one spot for length of time (2 hrs)

Try to view from kids' POV.

Stickers, bell ringers, classroom helpers,
-all incentives.

Supported yr 1 in the afternoon -
particularly rowdy/boisterous kids.
Playing rather roughly - joined them
and played with them. Coaxed into
gentle play, redirected aggression
into kind fun (I hope)

kids loved that I joined in rather than watched from afar.

Happy adult happy kids - only doable as there were 4 staff. I took cars/blocks/tools/dinosaurs kids on carpet, 8 total. Too many more would not be practical.

Feb 29 2020

Day 7 of placement: Personal Assistant to Autistic boy, aged 15,
11:00 - 14:00 (3hrs) 41

Trip to another town, visit café, visit railway station. Show X how to engage with adults in service setting, lead by example. Show manners, how to order where to sit etc. Let X work out cash budget accordingly. Visit station, check

with train driver about how to become a train driver. Discuss safety at stations.

X is generally well-behaved in public. Some things need to be explained - ask, don't take. E.g. X wanted to keep the café newspaper, thought he could just take it. Explained needs to ask 'is this ok if I...?' rather than help himself.

Once told something, X knows for the future and will obey. If not told what is right or wrong, he won't necessarily know. This could result in him being misunderstood and labelled as 'bad'. Actually not bad, just naïve perhaps.

Mar 2 2020

My EWC registration needs to be

renewed this month - a good chance
to refresh and catch up with good
practice policies

EWC 5 key principles

- Personal and Professional Responsibility
- Professional Integrity
- Collaborative working
- Professional knowledge and understanding
- Professional learning

- note the word 'professional' appears
4 times!

Welsh Gov New National Curriculum

4 purposes

curriculum to support its learners
to become

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Mar 3 2020

Day 8 of placement: Comprehensive Secondary school, Cover Supervisor, History yr 7-9, 8:30-15:30 (7hrs)

48

5 classes - 2 yr 7, 2 yr 8, 1 yr 9

History work provided in advance.

Use SIMS for reg, find out

fire evac info, map of school.

Yr 7 lesson 1. Make sure they are lined up and quiet ready for class before they enter the classroom. Sit down, coats off, introduction, register. Explain topic, show slides, activity, discussion, more slides, work in books. Give time limits (10 mins for this task) etc, keep kids focused, walk around room, check everyone knows what to do. Explain repeat, keep everyone on task. End of class collect work, have kids tidy workspaces, dismiss with bell.

Different content but same process lessons 2-5.

Behaviour

Students excited, hyper, esp. morning

Chattering (I don't mind as long as they are working) singing (asked to stop - too distracting) making mess - paper, rubbish, pens on floor (asked them to tidy own space, put rubbish in bins) no 'bad' behaviour from yr 7 + 8. Kids asked to use mobile phone in class - disallowed due to school 'no phone' policy. Yr 9 after lunch, tired, disinterested, 3 students refused to work, throwing things, name-calling. Asked to stop, and do their work "Sorry miss" - 2 minutes later started again. Advised kids they must work, can work together if helpful, I am happy to help... still not working. Advised that behaviour unacceptable, must change, if not I must report. No change, therefore reported to staff at end of day.

- gave instructions - kind and gentle
- asked to follow instructions - firm
- explain requirements and consequences - firm + fair
- report

* I would prefer to resolve any behaviour issues in class. Sometimes there is legitimate reason, misunderstanding etc. However if unable to come to any resolution with student, must enforce consequence to be fair and consistent. Other students will note event and must be fair to them too.

March 4 2020

Day 9 of placement: LEA,
tutor, GCSE English 1-1 yr 11
student, 11:15 - 13:15 (2hrs) 50

Tutoring for student who studies outside of school. Work provided - GCSE English language and literacy booklets.

Following current curriculum, content to prepare student for exams in June. Summarising, synthesising, evaluation, reflection and analysis.

1-1 teaching is completely different to class teaching. More personal, can tailor teaching to student's needs and interests. E.g. student likes learning about other cultures - incorporate that into lesson. Discuss news, travel - student is not bored, lesson is varied. Just reading and writing non-stop for 2 hours can be boring for student.

"We're moving away from an outdated, narrow curriculum..." "...instead built a framework that sets out the fundamentals of a truly 21st-Century education." - Kirsty Williams, Education Minister for Wales

March 5 2020

Day 10 of placement: Secondary school
Cover Supervisor, Tech + maths (morning)
Behaviour unit (afternoon) 8:30-15:30 (Thurs)

57
Year 9 food tech (video about egg farming and fish farming and worksheets) Generally well-behaved, couple of wanderers around the classroom needed to be reminded where their seats were.

Year 7 maths - division. Worksheet to complete. Some great independent workers. Some talkers. Asked one student to stand outside (timeout) for 1 minute to calm down - hyper, loud, shouting, singing. Ok for drama class but disruptive in maths class. Must consider other students.

Afternoon in behaviour unit. Pupils that have been removed from lesson/suspended

from lessons because of behaviour issues.
4 staff, pupils came and went, from 1 to 6.

Pupils could be there for anything against school's behaviour policy - fighting, swearing, using mobile phone, damaging property and so on.

Sometimes it is difficult to conduct a lesson with disruptive, bad behaviour. Sometimes it is a consequence of bad behaviour - a punishment.

Instead of suspending or expelling students, they go to the B.U. for an allocated period of time.

BU is a stand-alone block with 6 rooms. Classrooms, computers, books... Staff trained in behaviour +.

Fewer rules in BV, (phones allowed, mild swearing condoned etc) therefore kids are more relaxed, told off less. Most important rules still enforced (safety, violence etc).

Kids have various reasons for misbehaving.

- Ignorance of rules
- Mood - problems at home/school
- 'a laugh'
- unable to control themselves
- showing off
- to gain something
- malice

Some of these are kids being silly and immature. Common in lower years, they (hopefully) grow out of it.

Sometimes kids have issues on their mind - death, bullying, divorce,

siblings, exams, boyfriend/girlfriend splitting up etc. Mood not good - angry, upset, frustrated, anxious, annoyed - lash out as a result. They may go to 'Hafan' for a break, or talk to student services / school counsellor. Many of these feelings will pass with time but important the student has support.

Sometimes kids simply are not used to following rules. Depends on family background. These need to be learned.

Rarely, kids are malicious for (seemingly) no reason. Just enjoy hurting others, damaging property etc. They need to be guided and cultivated into kind people.

Mar 6 2020

Day 11 of placement: Comprehensive Secondary School, T.A. role, 1-1 support in mainstream lessons for boy with Asperger's Condition. 8:30-15:30 (7hrs)
64

Year 7 boy, blurts and obsesses, needs help to focus and remain on task.

Introduction and casual conversation to put him at ease. Explain what I am there for.

5 lessons with boy. Bright and hard-working but easily distracted and often off-task / calling out. Needs constant reminding "now let's look at question 4" "we need to listen to the instructions now" etc.

Teachers aware of condition and make

allowances. Teachers grateful for support in class. Can be demanding, can be disruptive. Often blurting out random things suddenly causes classmates to laugh - they stop working.

Student does not engage in 'bad' behaviour - just cannot control himself. Despite condition, able to participate in mainstream lessons and follow curriculum with other students.

sign spotted in staffroom - haha
"if you don't like your teacher, wait til you get a boss!" - Bill Gates

END OF MODULE

bonus material →

2020
Jan

New curriculum
and assessment
arrangements
finalised and
available

2021
Sep

Schools to
prepare for
first
teaching
of their
curriculum

2022
Sep

Schools
using the
new
curriculum-
Nursery to
Year 7

2023+

New curriculum
rolled out to
Years 8 to 11
between 2023
and 2026

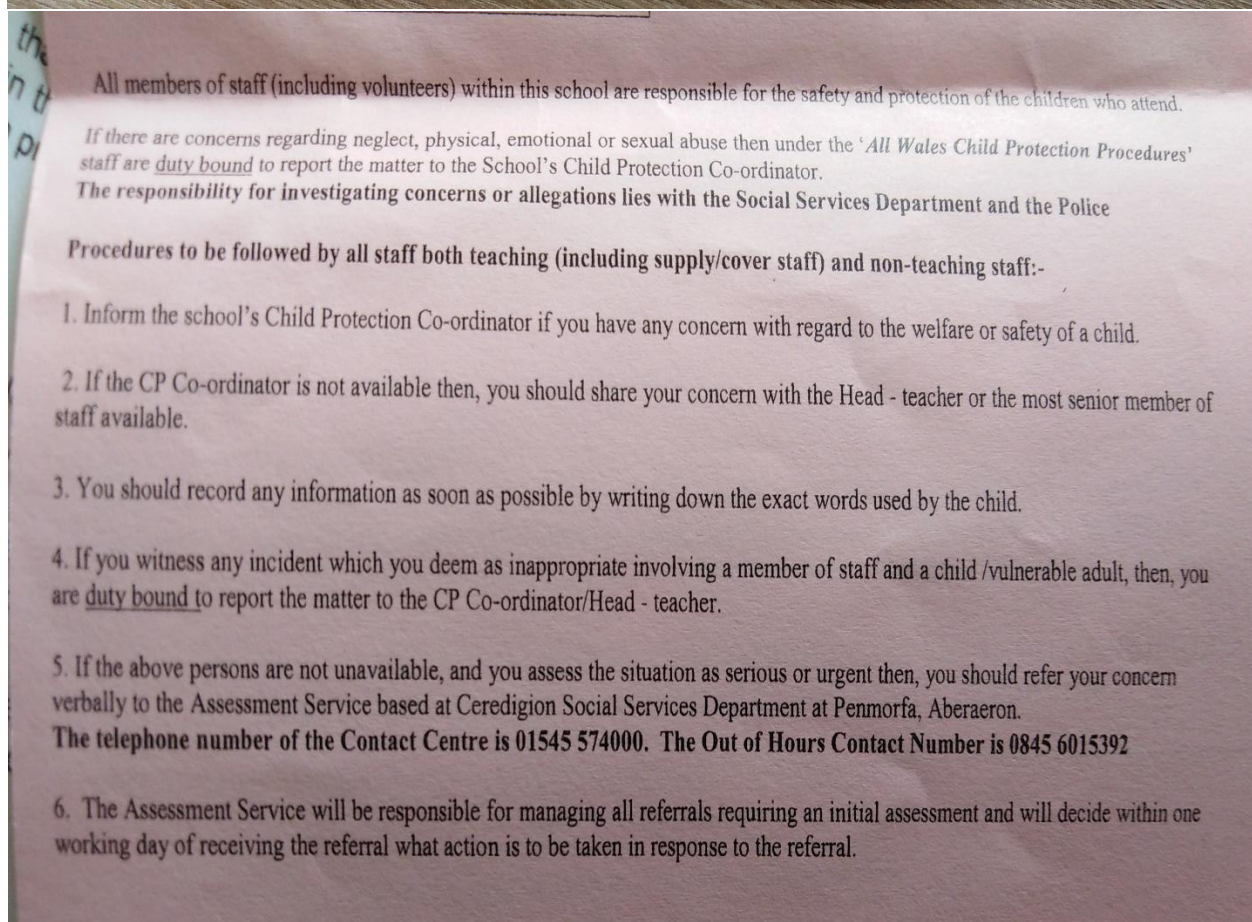
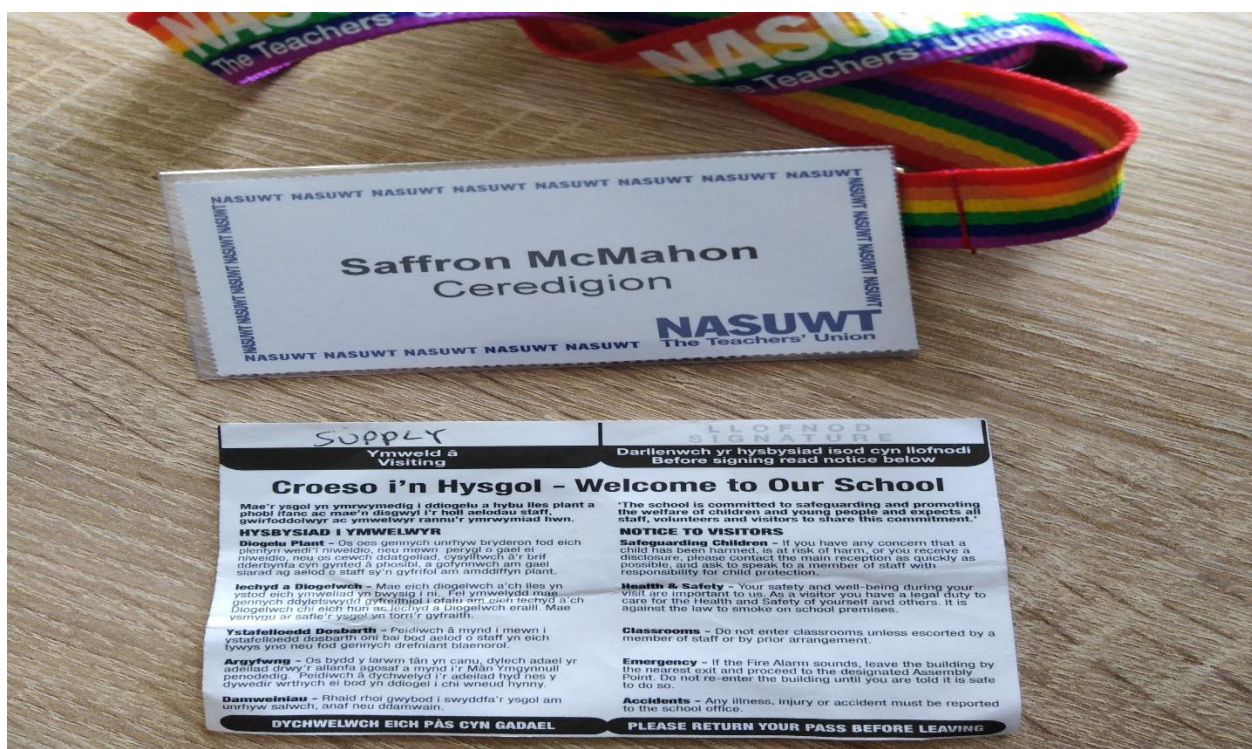
www.hwb.gov.wales/curriculum-for-wales

* During the course of my placement, on one occasion I had a well-being concern for a child. I immediately referred it to the two senior members of staff I was working with that day, and was asked to write a statement for the Child Protection Officer.

These are my notes throughout my placement in Feb/Mar. I wrote in it every day after school whilst everything was still fresh in my head. Anything related to my two topics (behaviour and national curriculum) I paid special attention to, but I noted anything I found interesting or useful on a wider scale too.

Part 2: School and conference paraphernalia

Every school had its own safeguarding forms, policies, timetables and passwords that were issued upon arrival.





CHILD PROTECTION GUIDANCE AND REFERRAL PROTOCOL FOR SCHOOL STAFF

This includes both teaching and non-teaching staff employed to work in schools that will come into regular contact with children or vulnerable adults.

It is imperative that supply teachers, students on teaching practice & volunteers who may be working for a single day also receive a copy on arrival at the school.

(Every member of staff, both teaching and non-teaching as well as those working within Schools Services establishments **that will come into regular contact with children or vulnerable adults should receive a copy of this document. They should be given one copy for reference. They should sign another copy so that the Child Protection Co-ordinator has a dated filed record.*

All members of staff (including volunteers) within this school are responsible for the safety and protection of the children who attend.

If there are concerns regarding neglect, physical, emotional or sexual abuse then under the '**All Wales Child Protection Procedures**' staff are duty bound to report the matter to the School's Child Protection Co-ordinator.

The responsibility for investigating concerns or allegations lies with the Social Services Department and the Police

A child can talk confidentially with any staff member and may not go to one member of the teaching staff each time. If you hear an allegation of child abuse, you must remember:

- that you are there to listen. Do not interrupt the child when he recalls important incidents. Only ask questions to get a better understanding of what the child says. Any questions must be phrased so that they are open-ended, so you do not lead the child;
- that you must verbally notify the school's designated senior officer for child protection immediately;
- to record the conversation as soon as reasonably practicable (but within 24 hours) and that it is transferred to a designated child protection member of staff in the school. The terminology should be clear and must contain the time, date, place and the people who were present. The child's answers / response should be recorded verbatim as far as possible. Remember that it is possible that your record of the conversation could be used in any proceedings that may follow;
- do not promise to keep complete confidentiality;
- that it is possible that the child is waiting for the case to go to criminal proceedings court, where he will have to give evidence, or he might be waiting for care proceedings;
- that your responsibility in terms of referring concerns ends at this point, but you may have a role in the future by supporting or monitoring the child, contributing to an assessment or action plans to protect a child.

Confidentiality

You must be clear on matters of confidentiality if a child has disclosed information that he is being abused. A child might not be willing to speak confidentially to a member of staff if he believes that information may be disclosed to another person. However, education staff have professional responsibility to share relevant information with specified statutory agencies on issues related to child protection if there is concern about a child's welfare.

It is important that all staff deal with this in a sensitive manner and explain to the child that he or she must notify the appropriate people who can help, but that the only ones to be informed are those who need to

SAFEGUARDING CHILDREN: CHILD PROTECTION

The designated child protection person for Year 5 is:
Mr [REDACTED]

What to do if a child tells you they have been abused by someone other than a member of staff.

Where the allegation is against a member of staff you immediately inform Head Teacher

Where the allegation is against the Head Teacher inform another member of the Leadership team who will contact the Local Authority

- Yours is a listening role. Limit any questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child;
- You must report orally to the school's **designated person for child protection** immediately;
- Make a note of the discussion, as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection preferably using the pro-forma provided to all staff.
- Do not give undertakings of absolute confidentiality;

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school.

Supply 2

ser Gwersi

Lesson times

	Llun/Mercher/ Iau Mon/Wed/Thu	Mawrth/Gwener Tuesday/Friday
Reg	0845 – 0900	0845 – 0915
s/Lesson 1	0900 – 1000	0915 – 1010
s/Lesson 2	1000 – 1100	1010 – 1105
/Break	1100 – 1120	1105 – 1125
s/Lesson 3	1120 – 1220	1125 – 1220
s/Lesson 4	1220 – 1320	1220 – 1320
Lunch	1320 – 1410	1320 – 1410
/Lesson 5	1410 – 1515	1410 – 1515

ffôn defnyddiol / *Useful phone numbers*

Problemiau yn gwersi / Problems in lessons

102

100

Supply 02 Computer Logon Details

(please keep these details secure to avoid)

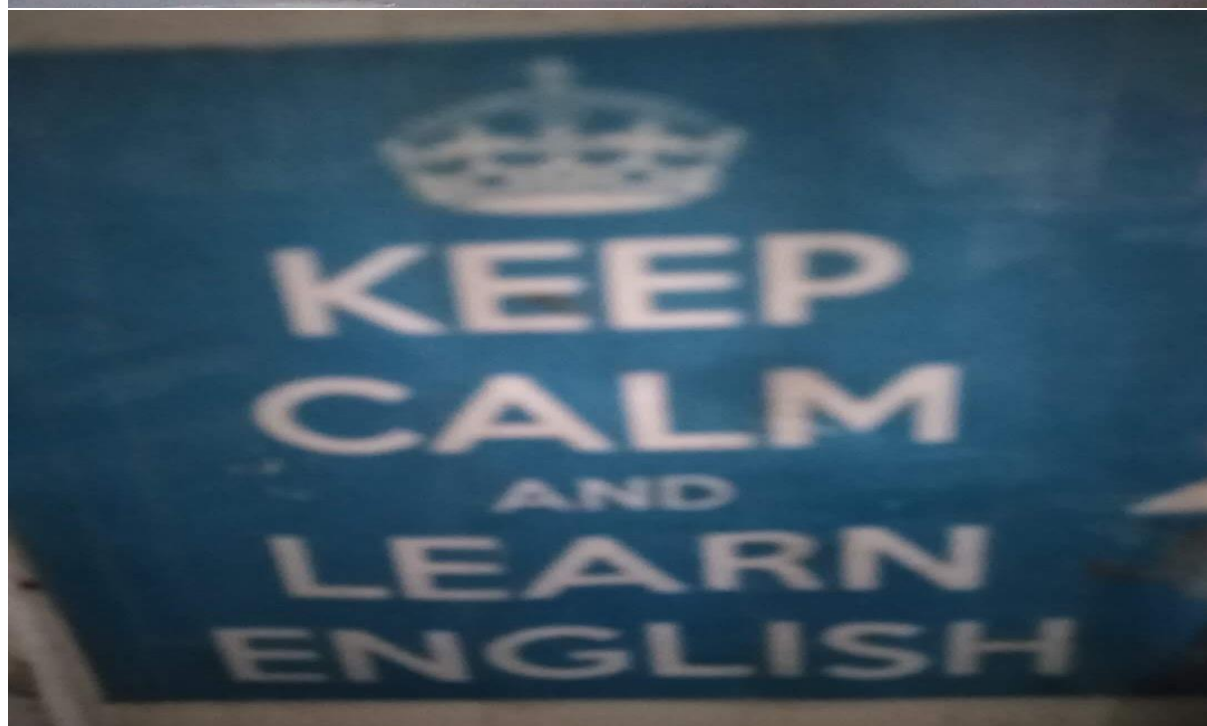
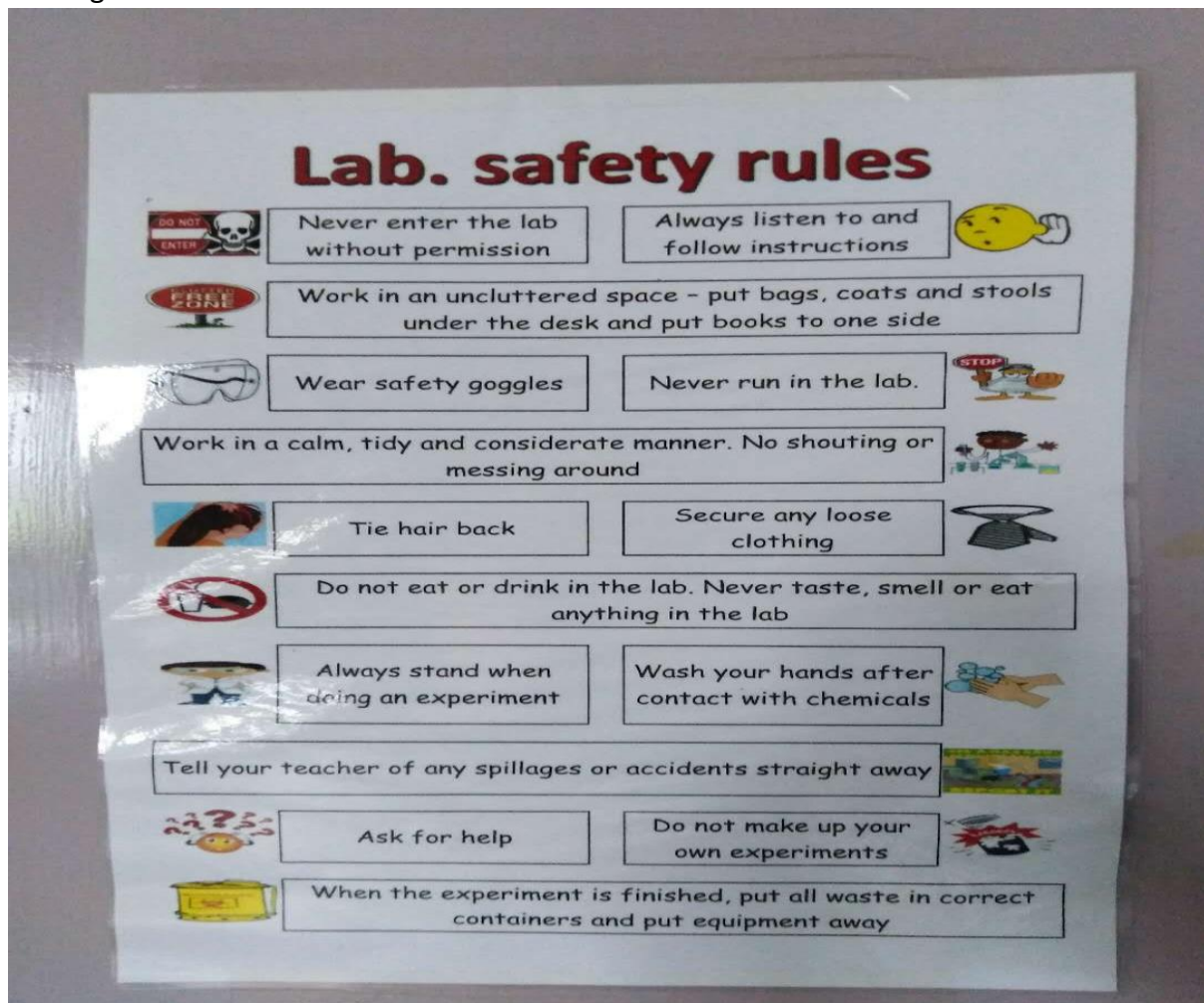
Username: Supply02

Password: [REDACTED]

SIMS Username: supply2

Password: [REDACTED]

There were posters around schools with behaviour policies, safety regulations, inspirational messages and information about ALN.



Good Behaviour Code

In the classroom – Expectations

There are five basic rules, which apply at all times:

- 1. Enter and leave the room quietly as directed by the teacher.*
- 2. Listen to the person who should be speaking.*
- 3. Raise your hand before speaking.*
- 4. Arrive on time with everything you need for the lesson.*
- 5. Treat others, their work and equipment, with respect.*

7 Ways to Fail Better

"Ever tried? Ever failed? No matter.
Try again. Fail again. Fail better."

by @inner_drive | www.innerdrive.co.uk



After a failure how many of these questions can you say yes to?

- 1** Were you trying something new?
- 2** Were you still motivated afterwards?
- 3** Was it the right thing to try at the time?
- 4** Did you ask for feedback?
- 5** Did you use the feedback you were given?
- 6** Have you reflected on the experience?
- 7** Are you clear on what you would do differently next time?

What is Dyslexia?

Dyslexia is a Common Learning Difference



1 in 6 Students are Dyslexic

Challenges



Reading



Time Awareness



Writing and Spelling
Note-Taking



Fast Memory
e.g. Math Facts

Strengths



Good Problem Solving



Creative



Good Spatial Skills



Excellent

Dyslexia-Friendly Classrooms



Encouragement



Teach the Big Picture



Talk Things Over



Learn By Direct Experiences



Learn with Pictures and Stories



Don't Over-Correct



Allow Extra Time



Assistive Technology



Break Information
into steps



Reduce Stress



Work Over Book
Formula Card



Dyslexia at Different Ages



What You May See

Age 3-5

Age 6-10



Early Elementary

Struggles with letter
recognition, spelling, writing
and reading. May be
labeled as 'slow learner'.

Helped with:

Phonics and Spelling



Late Elementary/ Middle

Struggles with reading
comprehension, writing
and spelling. May be
labeled as 'slow learner'.



High School/ College

Struggles with reading
comprehension, writing
and spelling. May be
labeled as 'slow learner'.



For more information, visit www.dyslexia.org.uk



Autistic Spectrum Conditions: Behaviour



A person with an Autistic Spectrum Condition may get **angry** easily or feel **anxious or worried** for a lot of the time.



A person with an Autistic Spectrum Condition may not be able to talk about **how he or she is feeling** easily.

A person with an Autistic Spectrum Condition may have difficulty coping with **not always being the winner** in a game or with **not always getting the answer right**.



A person with an Autistic Spectrum Condition may have difficulty **accepting help from others** or with **being asked directly to do something**.



A person with an Autistic Spectrum Condition may have difficulty **knowing the difference between 'pretend' things and 'real' things**.



30+

WAYS TO DE-STRESS

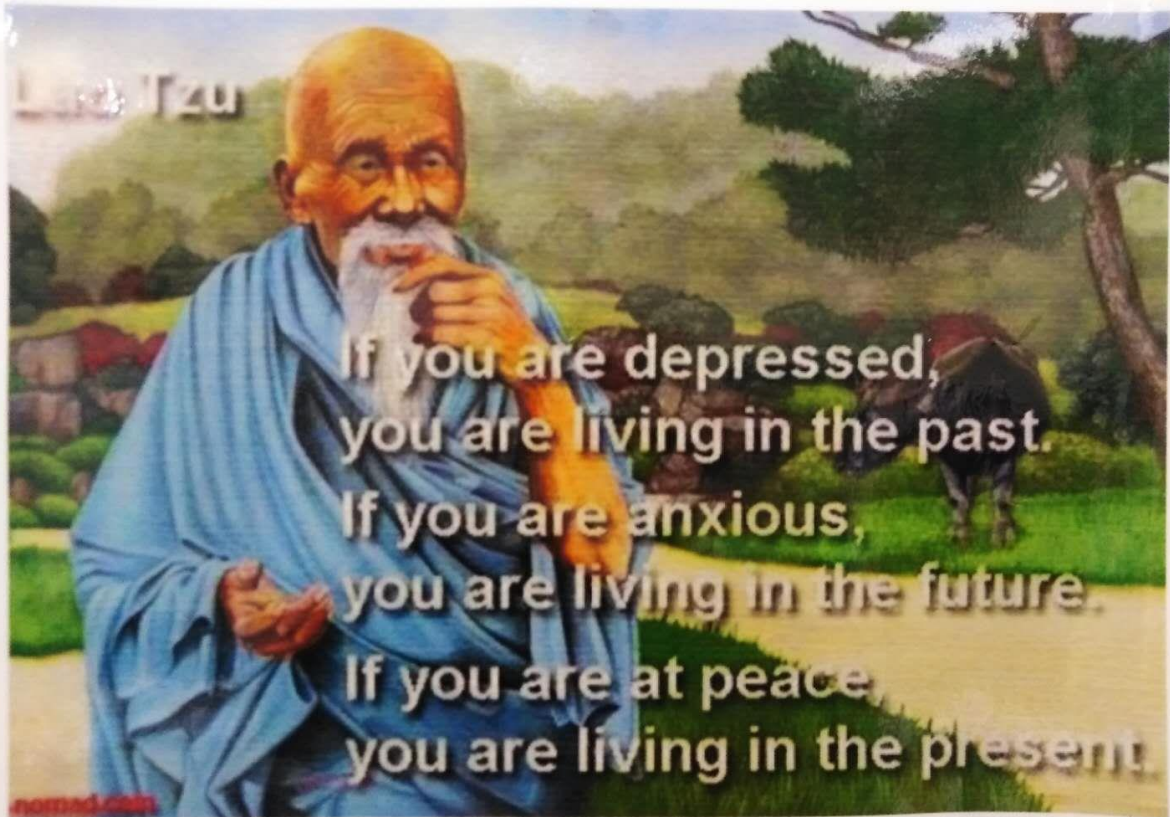
IN LESS THAN 10 MINUTES

- LISTEN TO YOUR FAVORITE TUNES
- HEAD OUTSIDE
- STRETCH
- MEDITATE
- READ FOR PLEASURE 
- WALK, BIKE, SKATEBOARD AROUND THE BLOCK
- COUNT TO 10
- DANCE
- JOURNAL
- WRITE DOWN 10 THINGS YOU'RE GRATEFUL FOR 
- DOODLE OR DRAW
- TELL SOME JOKES 
- CALL A FRIEND
- CHEW A PIECE OF GUM
- FOCUS & NOTICE YOUR PRESENT SURROUNDINGS (GROUNDING)
- DISCONNECT FROM TECH 

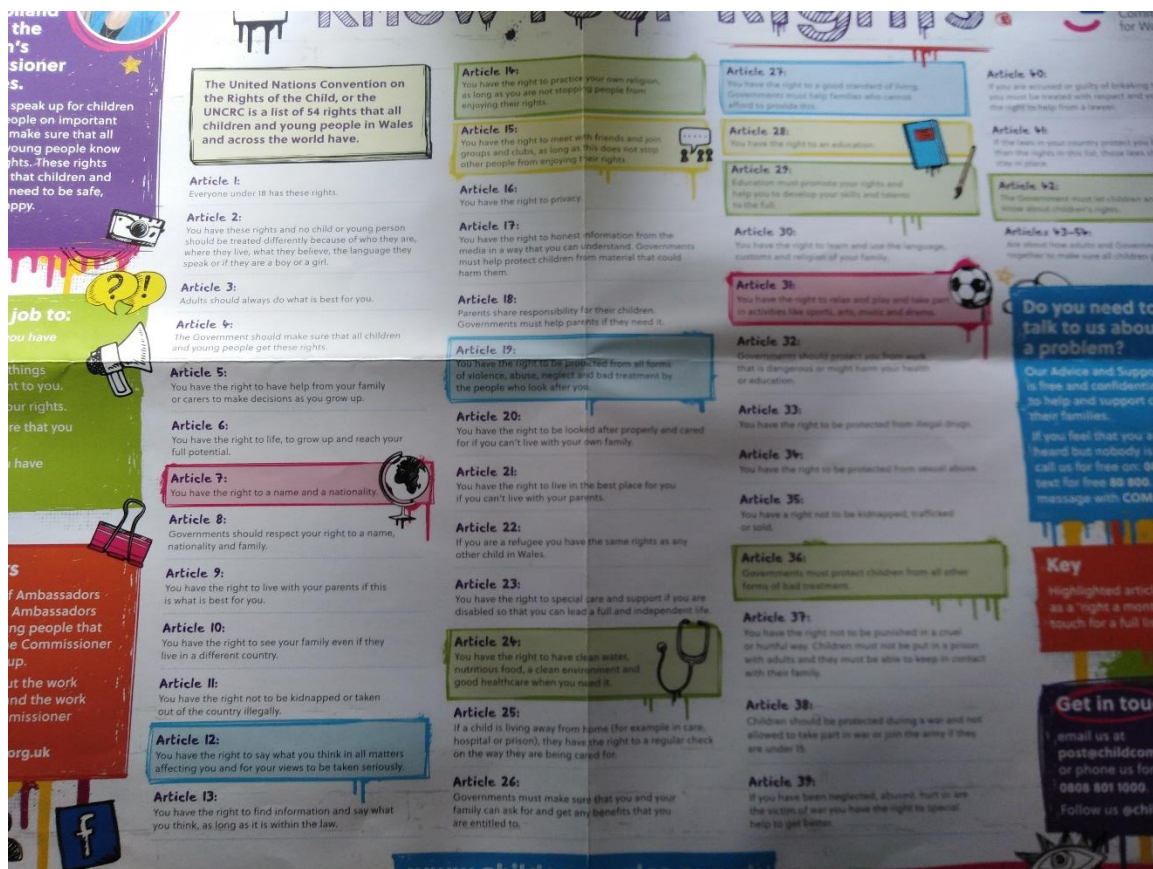
- LOOK AT A HAPPY PHOTO
- SQUEEZE A STRESS BALL
- WATCH A FUNNY YOUTUBE VIDEO 
- PUNCH A PILLOW
- DEEP, SLOW BREATHING
- READ AN INSPIRATIONAL QUOTE 
- SPEND TIME WITH YOUR PETS 
- PRACTICE YOGA POSES
- DO 20 JUMPING JACKS
- DO SOMETHING NICE FOR SOMEONE
- SIT IN THE SUN 
- VISUALIZE A SAFE, COMFORTING PLACE 
- PICK SOME FLOWERS
- GIVE YOURSELF A NECK MASSAGE
- TAKE A SHOWER 
- KICK A SOCCER BALL

5 Things to remind yourself daily.

1. I am amazing.
2. I can do anything.
3. Positivity is a choice.
4. I celebrate my individuality.
5. I am prepared to succeed.



The conference provided a wealth of information booklets, flyers, activity packs, posters and guidance for working with children.



The school creates opportunities for all staff, parents/carers and pupils to feedback how they are feeling and areas they think could be better.

The school uniform policy provides a variety of school clothing options for pupils to choose from, not segregated by gender.

The library includes books which feature a wide variety of different cultures, families, abilities and ways of life.

TEACHERS AND SCHOOL STAFF:

Information and online resources



1. WHO ARE WE AND HOW DO WE WORK WITH YOUNG PEOPLE?



We are a non-profit organisation working in partnership with others around the world to help make the internet a great and safe place for children. Our website includes a **Teachers and Professionals** area with key advice, information on reporting and detailed information on a range of online safety topics in the **Hot Topics** section. There are also a range of free online **Resources** for young people (including SEND pupils), parents, carers and teachers. We have new resources launching this year for tackling online sexual harassment, pornography and healthy relationships. Visit www.childnet.com



We are part of the UK Safer Internet Centre, appointed by the European Commission. Together with our partners the Internet Watch Foundation and the South West Grid for Learning, we raise awareness about internet safety, develop information materials and resources and organise high profile events such as Safer Internet Day. You can access a range of resources from across the UK, Europe and wider afield at www.saferinternet.org.uk



The Childnet Digital Leaders Programme is a fun, educational online platform which empowers and trains children and young people to educate their peers, parents and teachers about staying safe online. To find out more information about the programme and register for your free guest login, please visit: www.digital-leaders.childnet.com

2. WHERE CAN I GO FOR RESOURCES, ACTIVITIES & LESSON PLANS?



Safer Internet Day: Free education packs are produced every year for Safer Internet Day based on the theme that year. There are packs for KS1-KS5 and Parents/Carers. Each pack includes an assembly and script, lesson plan, quick activities and promotional materials. This year's pack and previous packs can be downloaded from the UK Safer Internet Centre site. www.saferinternetday.org.uk



ThinkUKnow: A website run by CEOP that contains information for children, parents and teachers, as well as a link for children to report actual or attempted grooming online. Sign up for free to access and download the resources in the teacher/trainer section. www.thinkuknow.co.uk



Digital Literacy and Citizenship: The South West Grid for Learning have created free digital literacy and citizenship schemes of learning for all year groups from EYFS to KS4. These include medium-term plans, individual lesson plans and links to online resources and activities. www.digital-literacy.org.uk



Online Safety in the Computing Curriculum: This free guide produced by Childnet provides further detail to the online safety themes outlined in the Computing Curriculum and signposts to free high quality resources that can be used to educate pupils on a range of online safety issues. www.childnet.com/resources/esafety-and-computing



Education for a Connected World: This framework, hosted by the UK Council for Internet Safety, describes the digital knowledge and skills that young people should have the opportunity to develop at different ages and stages of their lives. www.gov.uk/government/publications/education-for-a-connected-world

3. HOW CAN I STAY UP TO DATE WITH WHAT YOUNG PEOPLE ARE DOING ONLINE?



Common Sense Media: A US non-profit organisation that provides independent reviews, age ratings and other information about movies, games, apps, TV shows, websites, books and music for families, educators and children. www.commonsensemedia.org



NetAware: NSPCC and O2 have created a guide with information and advice for parents and carers on the most popular social networks, apps and games used by children and young people. The information is also available in an app for Apple and Android devices. www.net-aware.org.uk They also provide an online safety helpline for parents and carers to answer questions and address concerns about a child's online safety: 0808 800 5000



Ask About Games: Specific advice, blogs and online guides about gaming including information about PEGI ratings and content descriptors which support users in understanding the content in games. www.askaboutgames.com



NASUWT
The Teachers' Union

WORKSHOP 3 TICKET

**LGBT+ bullying and hate crime schools
project: introduction and workshop**

9.00am

Mercian 2

EQUALITEACH

equality training and consultancy
for nurseries, schools, colleges and other education settings

TRANSPHOBIA
HOMOPHOBIA TERMINOLOGY
SMSC **BIPHOBIA**
RACISM PREVENT
BRITISH VALUES GLOBAL LEARNING
RELIGIOUS INTOLERANCE
CRITICAL THINKING
BULLYING **SEXISM**
DISABILITY DISCRIMINATION
IMMIGRATION **ISLAMOPHOBIA**

Training, Policy Development, Workshops with Young People,
Resource Development, Consultation

Key Stage One Topics – Embedding Equality into the Curriculum

Topic Title/ Summary	Main Subject Focus	Potential Pitfalls	Suggestions for embedding equality into the curriculum – KS1				
			LGBT+	Gender	Race & Ethnicity	Disability	Religion or Belief
Africa	Geography	Perpetuating stereotypes of African countries (poverty, housing, food, drought) Not recognising the diversity of ethnicities and cultures in the continent Only working with famous male African role models who have battled oppression (e.g. Nelson Mandela)	Include different family structures in each home (e.g. extended families, two mums, two dads, stepparents)	Include famous female Africans (e.g., Wangari Maathai, Nadine Gordimer) Look at female roles in different African cultures	Study different populations within Africa Dispel stereotypes of Africa, show the diversity of countries/wealth/houses/towns/job s/schools Show similarities with life in the UK as well as differences Example Books: <i>Grace and Family (Mary Hoffman)</i> <i>Anna Hibiscus (Atinuke)</i>	Include African Paralympic Athletes (e.g. Henry Kirwa, Ernst van Dyk, Natalie du Toit, Lauritta Onye)	Include faiths across Africa – Islam, Christianity, traditional African religions and beliefs
Aliens	English (phonics)/ Geography/ Science	Only representing one gender/ethnicity	Include different family structures in each home	Describe a boy/girl to an alien visiting Earth for the	If looking at the Earth through an alien lens, represent	Represent disabled and non-disabled people/aliens	

1 Getting Started

2 Finding Your First Teaching Post

3 Your Appointment

4 Getting Registered

5 Your Induction

6 Your Teaching Practice

Getting Started

This section contains information to help you identify on which contract you will be employed.



Teaching is a rewarding career. It is both challenging and demanding. There will be times when you feel exhausted, but these will be surpassed by moments of elation and satisfaction when pupils achieve far beyond their expectations due to your dedication, commitment and encouragement. The NASUWT *Starting Out: A quick guide for new teachers'* signposts information you will need at the start of your career. The NASUWT quick guide is backed by a comprehensive online resource to assist you. www.nasuwt.org.uk/findingyourfirstteachingpost

7 Your Salary

8 Staying Safe

9 Using Technology Safely

10 About the NASUWT

11 Talk to Us

12 Get the NASUWT App

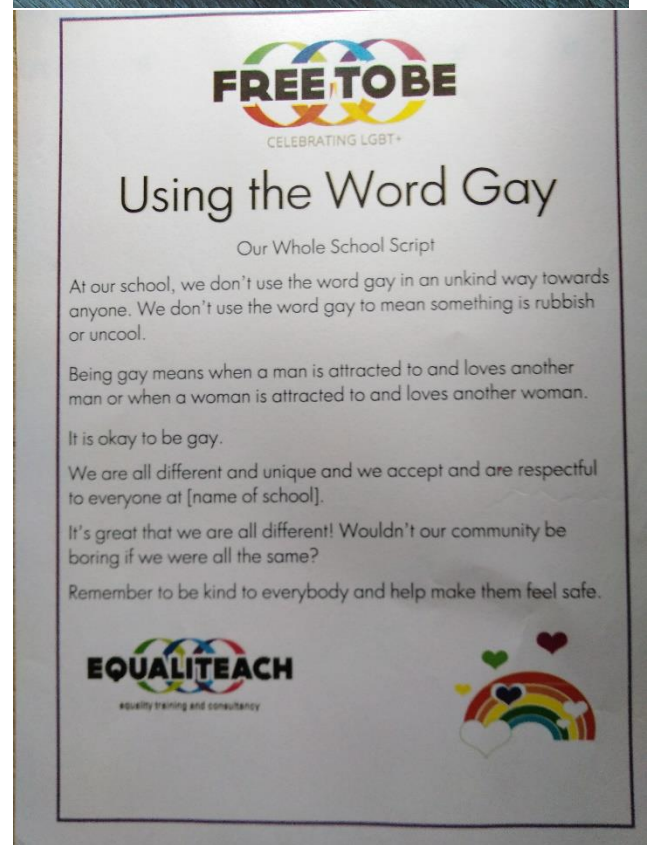
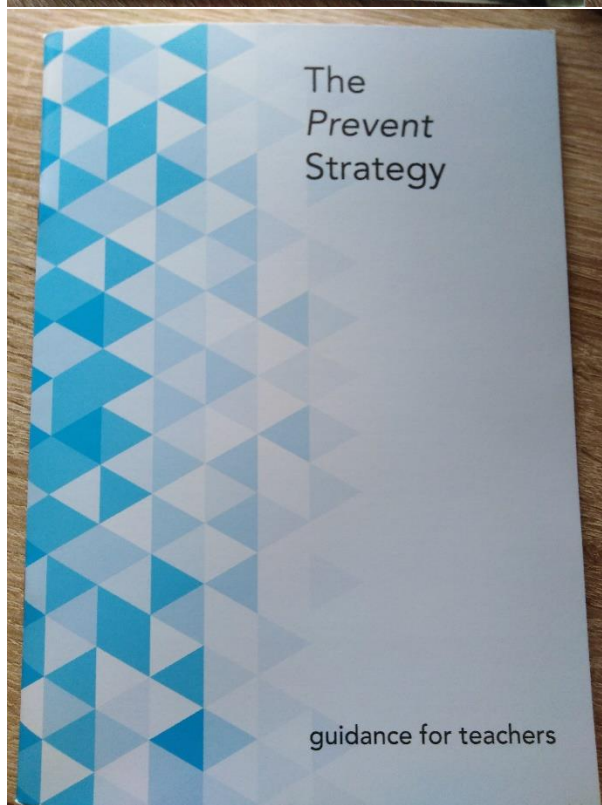
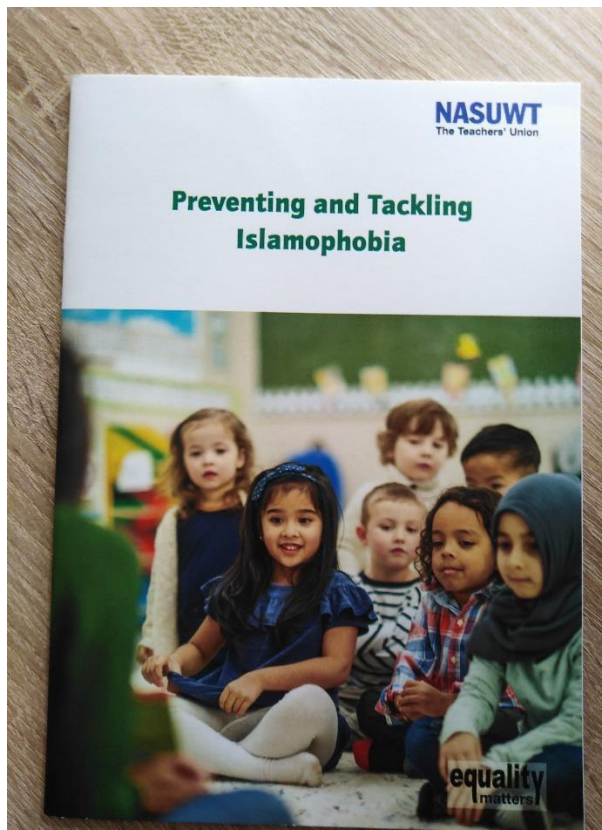
Your Salary

This section provides information about your salary and pension rights.



contents

- Getting Started
- Finding Your First Teaching Post
- Your Appointment
- Getting Registered
- Your Induction
- Your Teaching Practice
- Your Salary
- Staying Safe
- Using Technology Safely
- About the NASUWT
- Talk to Us
- Get the NASUWT App



Equality, Diversity and Inclusion Checklist

Policies and Procedures - seek out and become familiar with school policies and procedures which relate to:

Equality

Anti-bullying

Recognising and responding to prejudice-related incidents

Community cohesion

Spiritual, Moral, Social and Cultural development

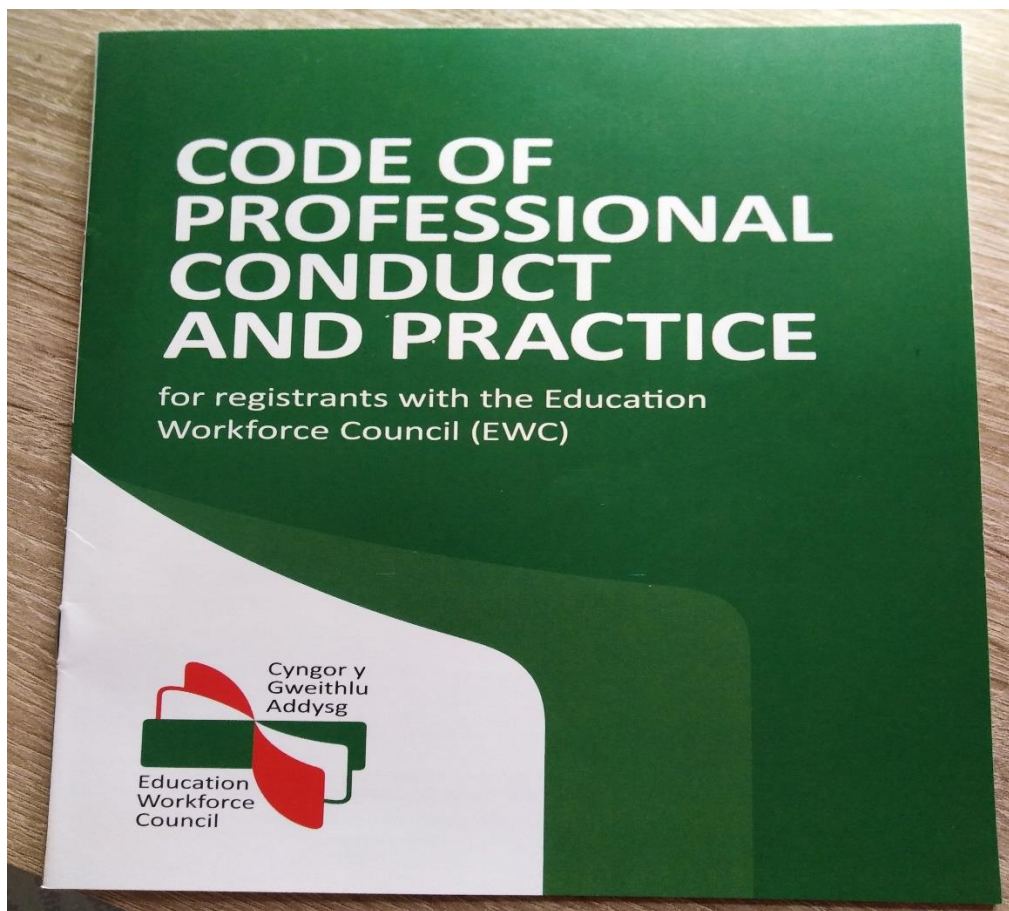
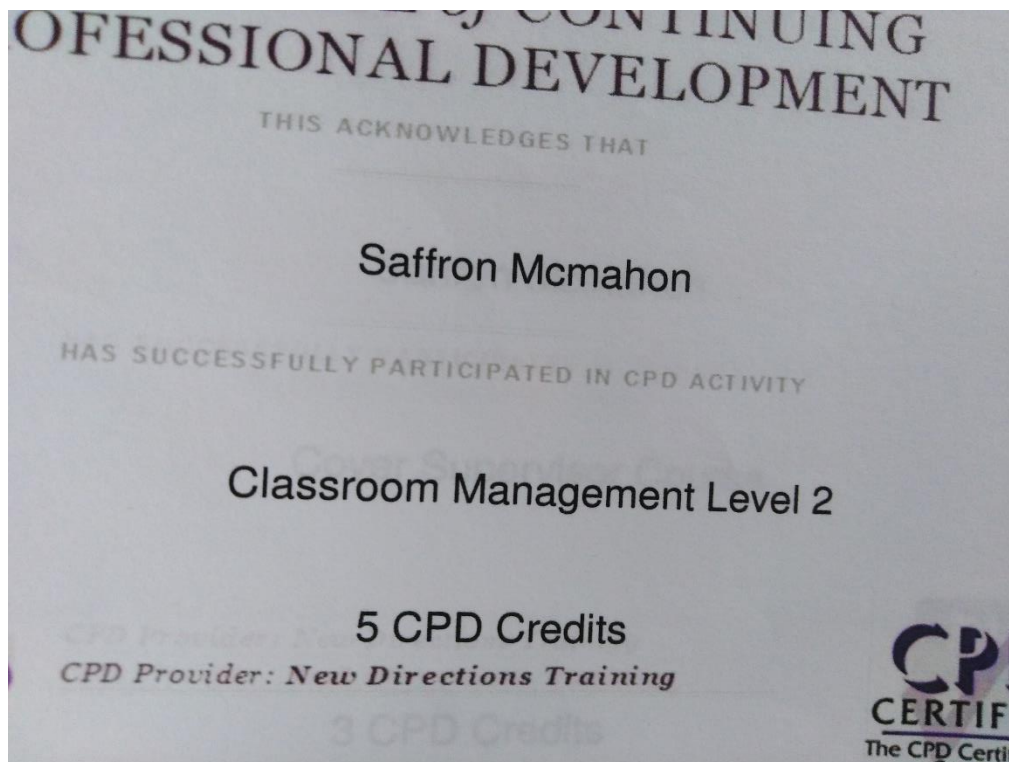
Safeguarding

PSHE

Relationships (and Sex) Education

Fundamental British Values

I also took a classroom management course in 2019 which I have included here as it is relevant to one of my topics- behaviour. The Education Workforce Council guidelines are also important and can be found in many schools in Wales.



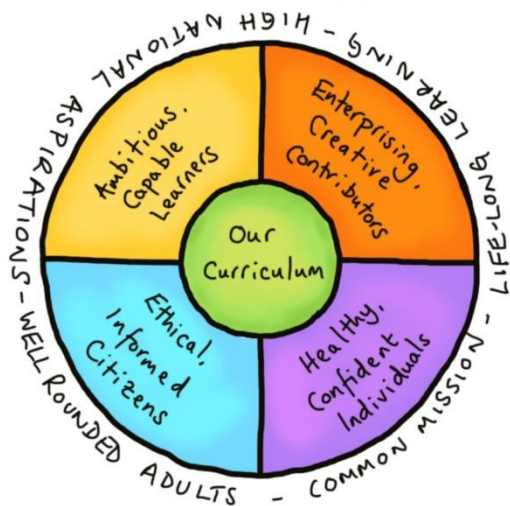
Topic-relevant content.

For bespoke support to create learning driven by the 4 Purposes contact us enquiries@impact.wales

Copyright © 2018

THE 4 PURPOSES of Curriculum for Wales

@lupactwales



- * Why do we need the 4 Purposes for Curriculum for Wales?
 - * to set a common mission for all teachers & leaders.
 - * to support teachers & leaders to make appropriate choices about curriculum content & pedagogy
- * How should schools be using the 4 Purposes statements?
 - * as a set of guiding principles to aid planning decisions.
 - * as an evaluation tool to identify pupils' greatest needs.
- * Create a curriculum driven by the 4 Purposes:-
 - * know which of the 4 Purposes pupils need the most
 - * create teaching & learning that addresses those needs
 - * support pupils to **progress** in those areas

The 4 Purposes of Curriculum for Wales are underpinned by:

Principles enshrined by UNITED NATIONS Convention on the Rights of the Child	Welsh Language and Culture	Principles of inclusive education	Community & civic role of schools	Health & well-being of pupils
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New curriculum introduction



ADDYSO CYMRU
EDUCATION WALES



Y Gyfarwyddwr Cymru
Welsh Government

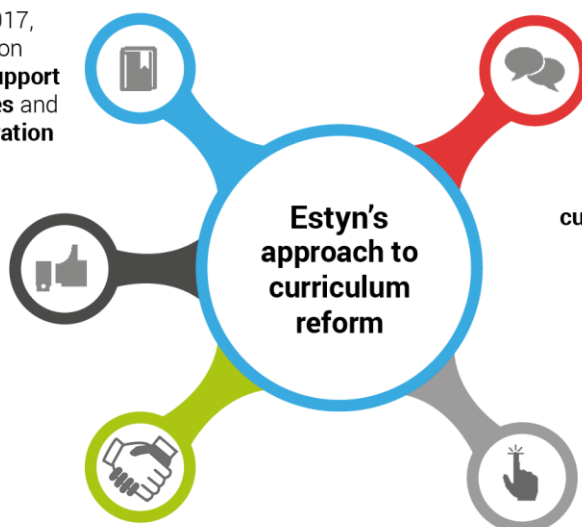


All schools will have access to the final curriculum from 2020 to allow them to move towards full rollout in 2022

Since autumn 2017, our new inspection arrangements **support the four purposes** and encourage **innovation and creativity**

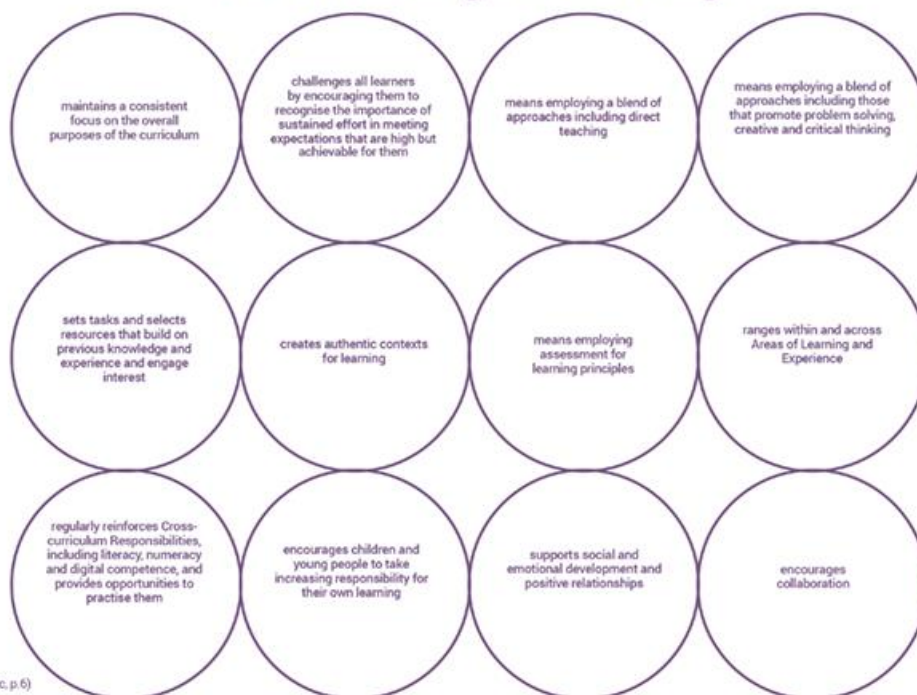
We encourage schools to **try something new or different** and emphasise they **won't be penalised**

We are committed to **working collaboratively** with practitioners to support the development of the new Curriculum for Wales



We support schools in developing a thriving learning culture, based on the **seven dimensions of a learning organisation**

Good teaching and learning:



(Estyn, 2018c, p.6)



From the BBC...

“Pupils who are excluded from school, refuse to attend school, or have challenging behaviour... often have significant gaps in their learning, low self-esteem, and limited aspirations for their future.”

- Meilyr Rowlands, Estyn

See more at www.schoolsimprovement.net

 **SCHOOLS**
IMPROVEMENT

<https://gov.wales/pupil-inclusion-well-being-behaviour-and-attendance>