

Preparing to Work with Children in Schools

Level 1

Developing skills for
listening to Children

Learning Outcomes

Session 6

By the end of the session you will be able to:

Recognise how to support children's literacy skills in the classroom –practical (cont session 5)

- Respond to children's feelings and needs – assessment 3.2
- Discuss what is acceptable in children's behaviour
- Identify aspects of a school's behaviour policy
- Describe why some children misbehave
- Develop positive strategies in managing behaviour
- Group Presentation plan
- OCN Registration

How did you learn to read?

Letters are symbols - Reading is understanding what the symbols mean

Look at the Greek symbols and see if you can work out what they mean.

Good Luck

Our Reading Strategies

When you get stuck...

Eagle Eye



Look at the picture.

Stretchy Snake



Sound it out.

Chunky Monkey



Look for small words or chunks

Lips the Fish



Make the first sound.

Skippy Frog



Skip the word, then reread.

Flippy Dolphin



Flip the vowel sound.



Does it
make sense?

If not, try
another
strategy!



Problems children encounter in writing

Spelling:

It's and Its

Their, there, they're

To, too, two

Your, you're

Do you know how they are used?

Make a sentence using these homophones

Learning assessment task 3.2

Recap open questions – think about an open question to start the conversation. Consider a solution to the situation for you to support the child?

Managing Behaviour

Vote with your :

Thumbs up...agree

Hand clapdisagree

Nothing.....unsure

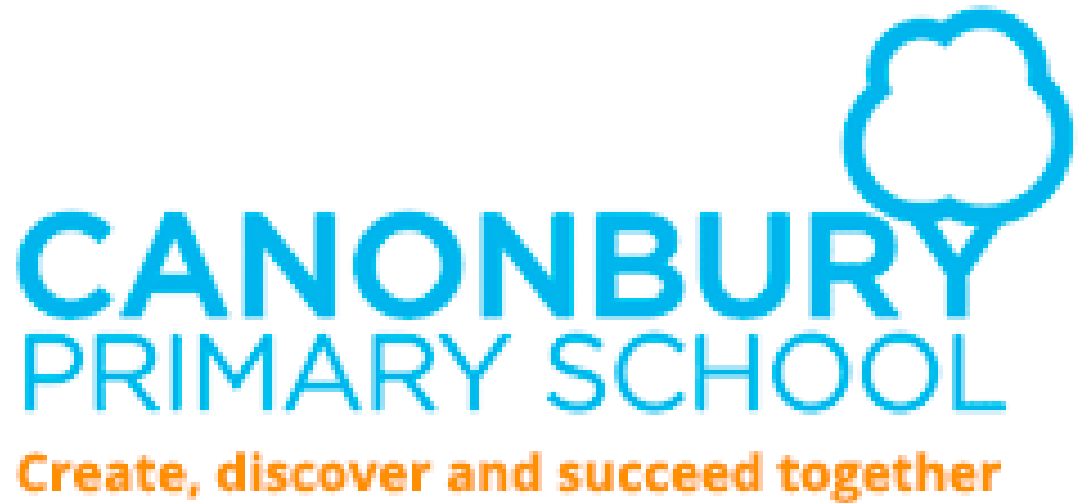
Do you think children should be allowed to speak during lunch time meals?

Would you tell a child off for calling
another child silly?

Do you think swearing is a part of
everyday life?

Would you tell a child off for saying
“girls can’t play football?”

Explore
Behaviour
Policy



Why do children misbehave?

In two groups list as many reasons why children misbehave under the following headings:

The Child's World

Everything the child may experience –at school, at home (feelings, health, other people Development etc)

Classroom/School Management

What the teacher/staff have control of not the children (resources, organisation values, skills etc)

Child's World

Divorce in family
Change in routine caused by structure in place e.g Covid
New baby in family
Special need – adhd
Abusive parents- alcohol, drugs
Transition to another school
Experiencing bullying
Any type of abuse
New relationships within family
Religious beliefs -
Learning difficulties
Death in family
Health condition
Medication

Classroom Management

Class ratio's- too little staff to children
Lesson not organised - unprepared
Work/ level not appropriate for individual child's needs
No clear class rules
Limited resources
Staff having conflicting rules
Safety is compromised
Children not being listened to
Non –stimulated activities
Unhappy work force
New teacher – less skilled
Too many supply staff
Change in structure of the day
Poor supervision
Lack of support from SLT

The Child's World

Abusive home environment - neglect, physical, emotional

Bullied at school

Emotional traumatic experience – removal from home

Poverty – housing environment, lack of finances

Negative role models

Illness

Attention seeking - spoilt

Classroom Management

Overcrowding

Lack of boundaries

No clear class rules

Lack of class organisation – no books resources being set up

Lack of attention from the teacher

Trained staff on specific needs of children

Lack of staff support

New child in household
Not understood by parents/carers
Lack of emotional/mental health development
Special educational needs and disability
Abuse
Bullying in school
Attention seeking
Testing new limits
Copying inappropriate behaviour

Lack of rules and limits
Management of school policy
Lack of clear consequences
Lack of equipment
Failure to teach effectively – no clear lesson plan
Judgemental attitude
Inaccurate expectations
Lack of support for SEND – meeting needs
Lack of teacher Personal skills

Positive Behaviour Strategies

What is a **'POSITIVE BEHAVIOUR STRATEGY'**?

What examples of positive behaviour strategy do you know about that happens in schools?

Positive Behaviour Strategies

A positive behaviour strategy aims to promote positive behaviour in children encouraging the behaviour you wish to see and fosters good relationships

There are a range of strategies schools work with to promote good behaviour:

- Home / School Agreement
- Class contract
- Emotional intelligence
- Circle time

Managing Behaviour

In your groups discuss:

What does '*Sanctions*' mean?

What types of sanctions do schools use?

Introduction to Presentation skills

What does confidence look like?

Name some confident people you know,
what is it about them that makes them
confident?

Which areas of your life are you more
confident –where are you less confident?

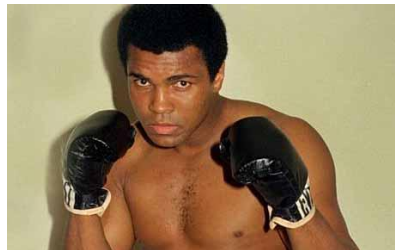
What does confidence look like?



Being the world's most famous footballer, you might expect David Beckham to be pretty confident. In reality, he is so shy that he sought advice from pal Tom Cruise on how to be more confident. He hides it well, Beckham fakes his confidence through style.— David Beckham knows how to dress to radiate confidence around him and it's a great trick for us too.



I think I am one of the best singers in the industry today!



If my mind can conceive it and my heart can believe it, then I can achieve it.



A lot of research shows that how we move our body and hold our body affects how we think. It affects our confidence. It can even affect how other people perceive us. Studies suggest that we can even use our bodies to improve our confidence and mental functioning, and perform better at work

What are the
Barriers to expressing
ourselves confidently

F E A R

False

Evidence

Appearing

Real

Presentations

At the end of the course one group will present a 15 minute topic to the other group

The presentation will be on any aspect of education.
Choose your topic wisely. Perhaps.....

- An area in the programme that you would like to explore in more detail
- An area that is not covered and you wish to expose others to new information
- Experiences of education you wish to share with the group –all members experiences will have to link together