

Every Child Matters





ECM + TDA

Partnership Development Initiative



Change for Children ?

Change for Teachers / Trainees ?



What do we want for our pupils ?

- Successful learners
- Confident individuals
- Responsible citizens





What do we want 21st century
teachers to be?

Every Child Matters



Curriculum

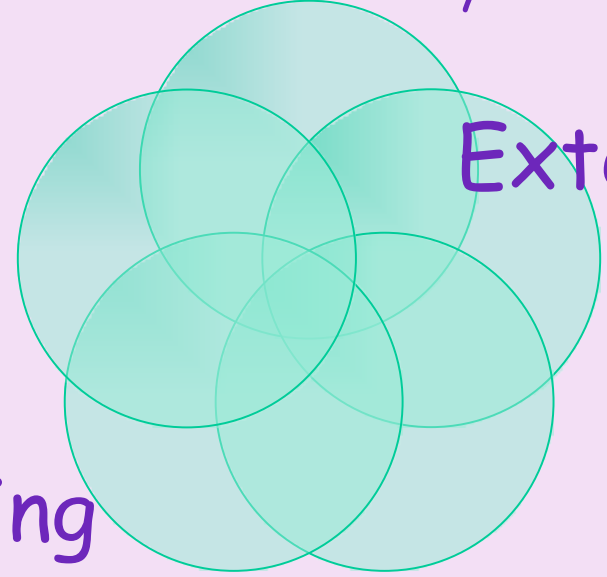
new technologies / ELL / EAL / healthy schools / SEAL + PSHCE

ITE

Extended School

Teaching
&
Learning

CPD





ECM audit

What Does ECM mean
in practice
for me / us?

ECM + QTS



	ECM1	ECM2	ECM3	ECM4	ECM5
<p>Q1 Have high expectations of children and young people and a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</p>	<p>Trainee understands that children can present with physical, emotional and mental health concerns and these will input on how the trainee personalises learning.</p>	<p>Trainee establishes secure and inclusive learning community</p> <p><i>** Case Study</i></p>	<p>Trainee begins to understand what expectations are appropriate in relation to children's personal, social & academic development.</p>	<p>Celebrate academic & vocational skills of all. Celebrate effort and attainment at home & at school</p>	<p>Trainee promotes learning of basic and life skills as a route to success</p>

Every Child Matters



	ECM1	ECM2	ECM3	ECM4	ECM5
<p>I1 Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</p>	<p>Teacher is vigilant re physical, emotional & mental health issues. for children who set themselves unrealistic targets; is aware of indicators -stress, anxieties, childhood depression</p>	<p>Teacher promotes and articulates personal safety and safety in the environment while teaching</p>	<p>Children are supported in developing academically personally, socially, emotionally Teacher models enjoyment; differentiate s planning; sets clear targets and personalises learning</p> <p><i>** DVD clip</i></p>	<p>Teacher celebrates academic & vocational skills of all; celebrates effort and attainment at home & at school</p>	<p>Teacher promotes learning of basic and life skills as a route to success</p>

ECM + QTS



	ECM1	ECM2	ECM3	ECM4	ECM5
<p>Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</p>					
					<p>Begin to understand children's individual learning styles and dispositions and use flexible pedagogical approaches to meet learning needs.</p> <p>Understand approaches for personalising learning, Classroom environment is organised and controlled effectively to ensure the safety of all children.</p> <p>Develop awareness of children's interests and the influence of home / community cultures and experiences and how these influence learning and development.</p>

ECM + Induction Sts



	ECM1	ECM2	ECM3	ECM4	ECM5
<p>I 10</p> <p>Have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.</p>	<p>Know children & young people as individuals; use flexible pedagogical approaches to repond to children's individual learning styles.</p> <p>Classroom environment is organised and controlled effectively to ensure the safety of all children & young people.</p> <p>Ensure access to the curriculum for all through personalised opportunities.</p> <p>** Case Study</p>				

Every Child Matters



Summer 07 Pilot

- Joint observations
- Use of Case Studies / film clip
- Integrating into school-based Professional Studies

Every Child Matters



Hanging questions

3. Implications for rolling out across all partner schools?
2. Small school issues?
3. Interfacing with university-based course at Exeter?