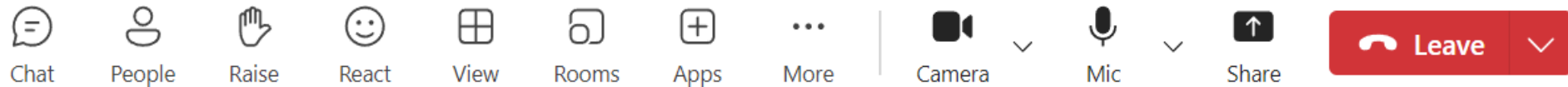


# Welcome

Welcome to our virtual Induction Training. The meeting will begin shortly. While you wait, please familiarise yourself with Teams...



Please ensure your microphone is on mute – this will enable us to have the best sound quality for all participants.

**Please ensure you register your attendance by following this link:**

[Registration Link](#)



# Pedagogy Refining Teaching :

## The Learning Environment

### NQT National Professional Learning

#### Session 3

**This Programme has been endorsed by the National Endorsement Panel**

# Aims of the Session

- Develop an understanding about building and rebuilding relationships
- Setting out clear routines/expectations
- Developing effective learning Environment
- How to develop pupil wellbeing

# Professional Standards for Teaching and Learning



# How have you built learning habits and behaviours so far?



Please put your answers in the chat bar

# “Know your learners” – How ?

- Learn their names quickly – how?
- Conversations with learners
- Observation of learners
- Data / Assessment of work
- Making contact with parents

What else?...



# Building positive relationships

- **Don't rush** getting to know your pupils. Spend time when you first meet learning about them
- Go out of your way to **care more than just about their learning** – go to their sporting games, drama's etc
- **Be present** every now and then, eat dinner in the hall with them, so they can see you in a different contexts.
- Find the biggest influence in each class and work to **get them on side**.
- **Expand their learning experience** – take them on trips, use technology
- Ask pupils what they want – **use their opinions** to shape your lessons.

# Clear expectations

- Create routines for your classroom (plan, teach, reinforce)
- Be consistent
- Share expectations with TAs

## PLAN

- > Entry and exit
- > Materials
- > Classroom transition
- > Answering questions
- > Pair talk

## TEACH

- > Explicitly teach
- > Practise
- > Repeat

## ● REINFORCE

- > Reminders
- > Positive reinforcement

Routines video






















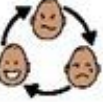











# Teaching and Learning strategies in the classroom - what you can do to improve well-being ?

1. **P.A.C.E – Playful, accepting, curious and empathetic**
2. **Inclusive & Equitable**
3. **Know who your vulnerable learners are**
4. **Empathy**
5. **Relationship and Connection**
6. **Modelling your behaviour**
7. **Meet & Greet – morning / end of day**
8. **Structure and Rules – school policies**
9. **Sensory Environment**
10. **Staff Wellbeing & Self Care**
11. **Stay Curious**
12. **Validate and attune**
13. **Tone of voice**
14. **WOW – walls/daily reflections**



**Breakout Rooms**

# Check ins / Check outs / Circle Time

happy 	sad 	nervous 	excited 	mad 	frustrated 	feelings 
sick 	surprised 	tired 	bored 	curious 	sneaky 	
confused 	not sure 	funny 	grumpy 	ashamed 	cranky 	
moody 	shy 	tense 	flirt 	confident 	interested 	
out of control 	special 	comfortable 	mysterious 	panicky 	tough 	



Time to talk!

Please use the chat bar to share anything you discussed that was not on the list



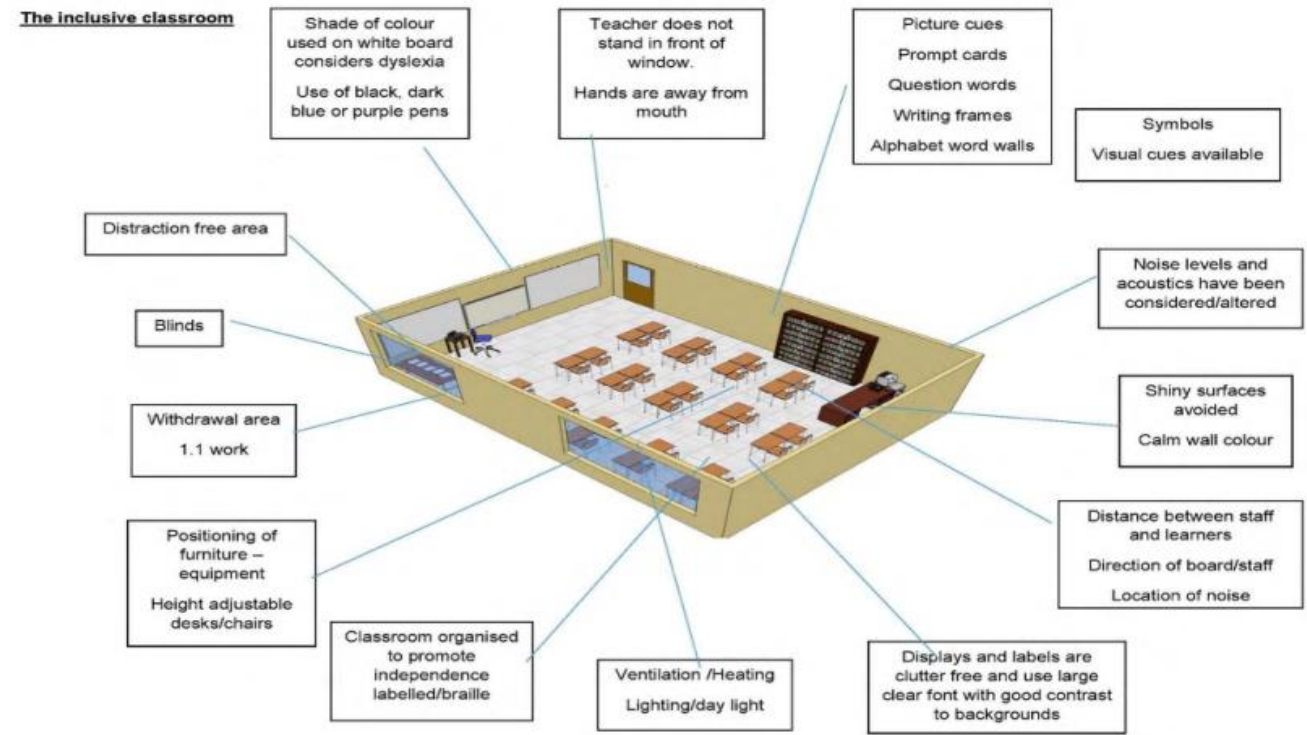
# The Learning Environment

Consider your classroom – physical  
 space, resources, meeting needs of  
 neurodiverse learners

[Great teaching toolkit evidence review](#)

[CSC Knowledge bank](#)

## The inclusive classroom



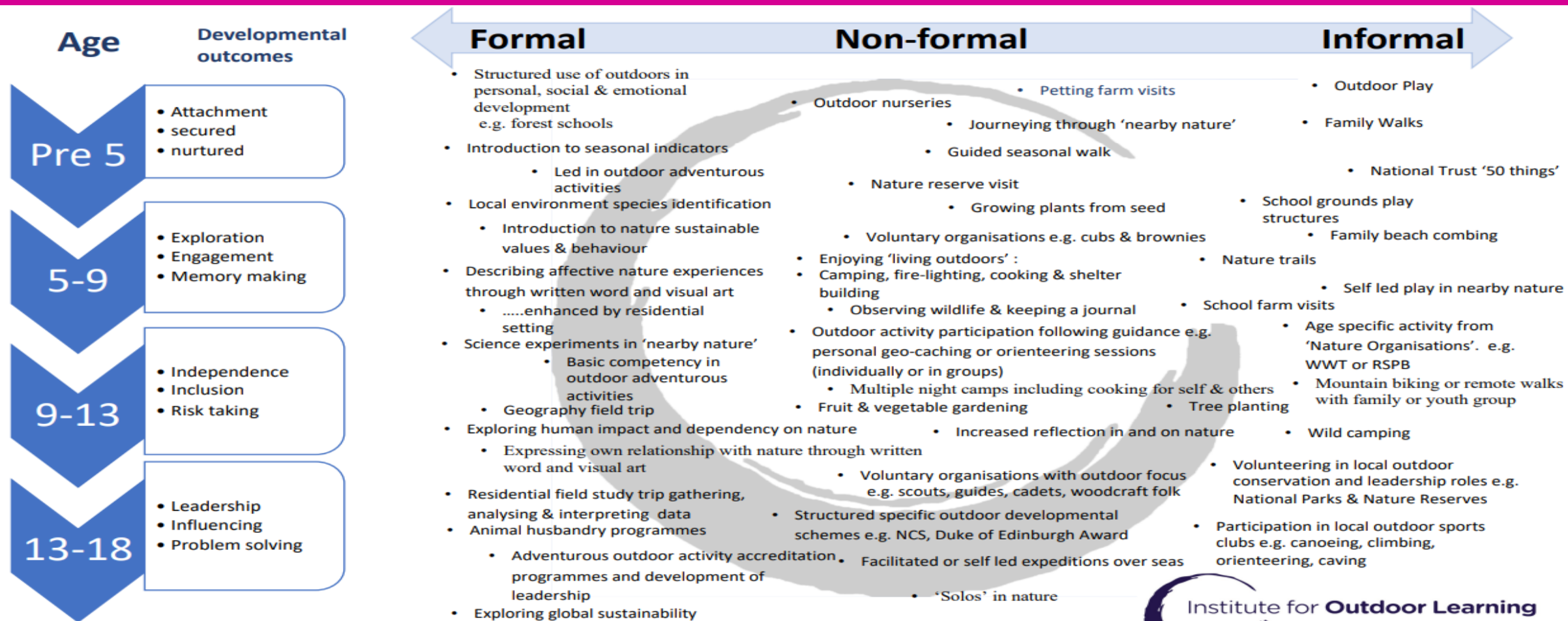
# Outdoor Learning

**Evidence shows that being outside and connecting with nature can provide many health and well-being benefits including:**

- opportunities to increase physical activity
- guarding against obesity and type 2 diabetes
- preventing Vitamin D deficiency
- reducing the symptoms of stress and ADHD
- improved mental well-being
- minimising childhood short sightedness
- promoting academic attainment
- developing employability skills



# Outdoor Learning



Some but not all formal experiences are facilitated by schools/colleges. Many other organisations offer structured and accredited services ( e.g. youth and community organisations)

# Breakout Rooms

Discuss with colleagues how you use the outdoor environment to support learning in your setting

What could you do to develop the use of the outdoor areas?



**Breakout Rooms**

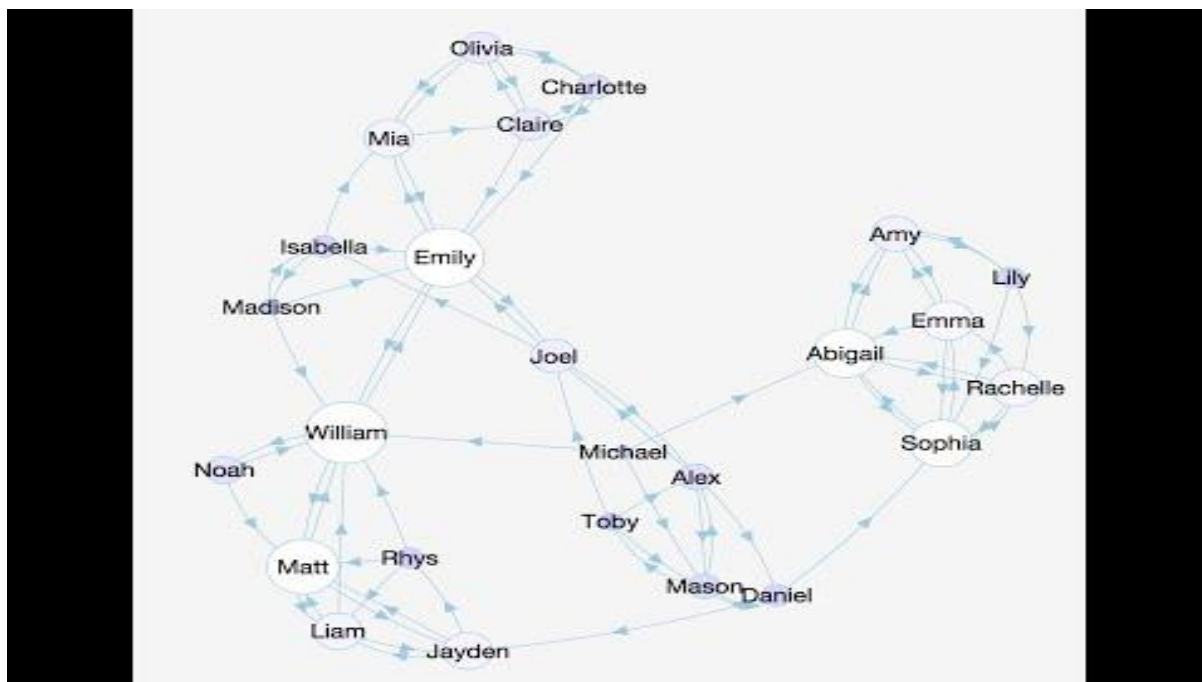
# Resources and Websites for Outdoor Learning

- Natural Resources Wales – [Education and Skills](#)
- Cyfoeth naturiol Cymru - [Addysg a sgiliau](#)
- [Wales Council for Outdoor Learning](#)
- [Cyngor Cymru as Gyfer Dysgu yn yr Awyr Agored](#)
- [Institute for Outdoor Learning - Home \(outdoor-learning.org\)](#)





# Creating a sociogram



## Drawing a sociogram

# Breakout rooms

What do you do to get to know your pupils better?

What do you do to increase your understanding of their needs?



**Breakout Rooms**

# Five to one - Five positives for each negative

We know eventually too many negatives affect a learners heart and mind and they shut down, so even important corrections don't have an impact. .

You need to make your positive comment specific!



Turn a negative into a positive!

For example

“Don't stand on that chair!”

“I would really like it if you sat down, so I know that you are safe.”

For example

“Brilliant job”

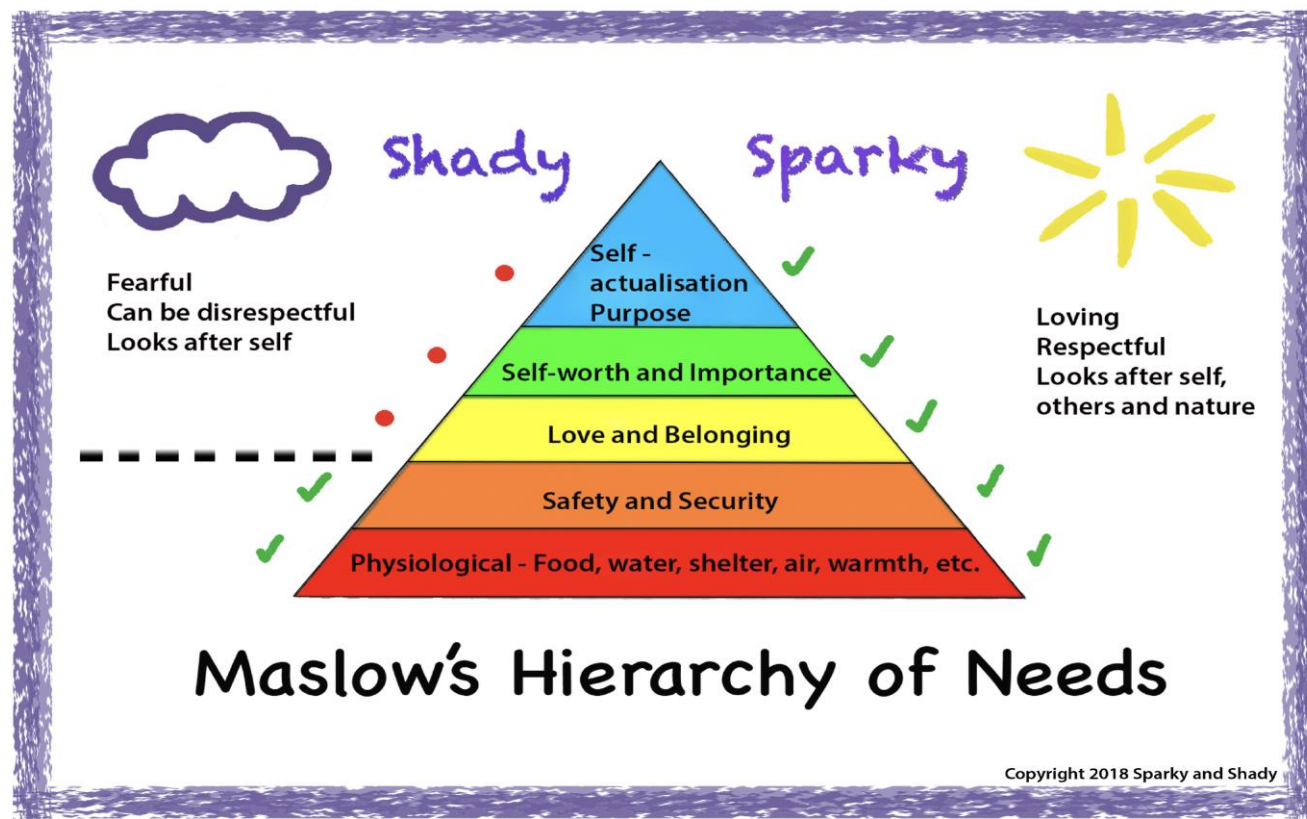
“I am glad you persevered to overcome that challenging task”

For example

“Well done ...”

“I like the way you shared your crayons”

# Maslow's hierarchy of needs



# The Leuven Scale of Emotional Well-being and Involvement

Wellbeing refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience.

Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

**1. Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.

**2. Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

**3. Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

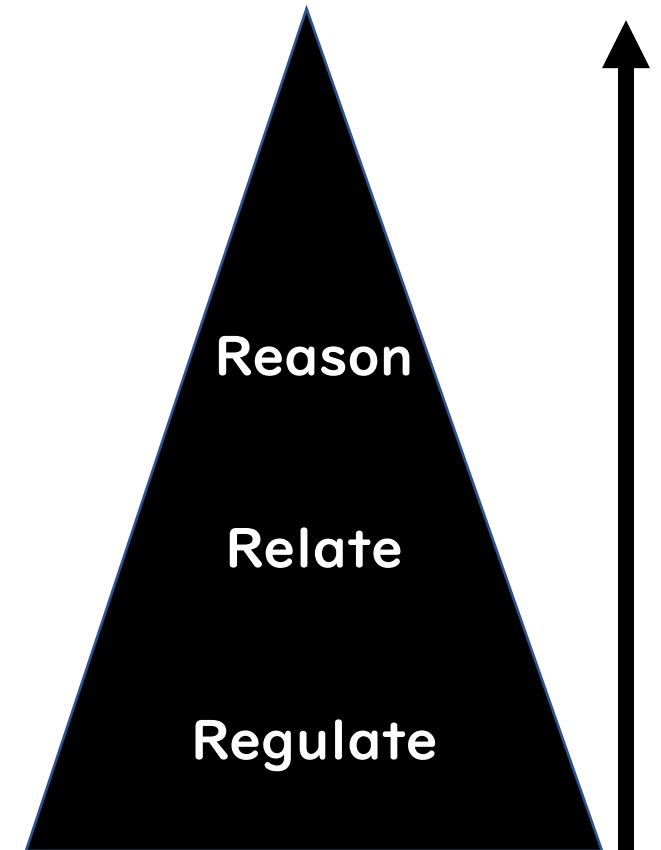
**4. High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

**5. Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

# Rebuilding Relationships

There is no point trying to reason with a pupil in a high emotional state

1. You need to help them **regulate** their emotions first  
e.g. walk and talk
2. Then connect with them – **relate**  
e.g. “I know you are feeling frustrated about what happened in the lesson, what happened and what were you thinking / feeling?”
3. Then you can begin to **reason** with them.
4. **Every day is a new day.**



# Emotion coaching - Four steps ...

1. **Recognising** the child's feelings and emphasising with them
2. **Labelling** the feelings and validating those feelings.
3. **Setting limits** on behaviour (if required).
4. **Problem solve** with the child





# Breakout Rooms

What can you do to de-escalate a situation if a pupil cannot self-regulate?

What strategies do you use to build relationships with your pupils?



**Breakout Rooms**

# What next? Induction Reflections

## Consider something you have

- Learnt from this professional learning module
- Implement the new way of working over the next month

- **Reflect** on the impact it has had...has it worked?

Has it had the desired effect?

Are there further changes that need to be made?

Does it need more time to work?

Discuss your findings with your mentor / department...



**Breakout Rooms**

# Further research suggestions

**Flipping the lid:** Dr Daniel Siegel

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

**Pupils who just say 'NO!'**

<https://www.youtube.com/watch?v=Q1bIQ1Hg00c>

See you in the next session ... in the meantime ...

**NQT Professional Learning Evaluation Link**

2024-2025 National Professional  
Learning for NQTs Evaluation





**Break time!**  
**See you in 15 mins**