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|  | Unique Children | Adult Support |
| Engagement | Finding out and exploring | * Play with children and follow their interests
* Plan units of work with children and display their planning
* Model showing your own interest in discovering new things
* Support children in their explorations without taking over
* Focus on process over end product when interacting with children
* Develop a climate where children know that we get better at things through effort and practice
* Support children to solve problems themselves when things go wrong, and see mistakes as opportunities to learn
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| Playing with what they know |
| Being willing to ‘have a go’ |
| Motivation | Being involved and concentrating | * Support children to plan their activities/work; what do they want to do and how will they do it?
* Help children to become aware of their own goals, make plans and review their progress and successes
* Encourage children to talk about what they do well and what they want to get better at
* Be specific with praise; focus on effort, concentration, perseverance, adaptation, problem solving and ideas
* Encourage children to learn together and from each other
* Wherever possible, ensure children are able to see a reason for a task. Talk about why we are doing something and what we are learning
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| Resilience |
| Feeling achievement |
| Thinking | Having their own ideas | * Use language of thinking and learning; think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, trying
* Model being a thinker; you don’t always know, you’re curious and sometimes puzzled, you can find out
* Encourage open-ended thinking; what else is possible?
* Always respect children’s efforts and ideas so they feel safe to take risks
* Give children time to talk and think
* Value questions, talk and many different responses without rushing to the ‘right’ answer
* Sustained shared thinking; together, explore ideas and make links. Follow the children’s lead in conversation and think about things together
* Encourage children to describe problems and discuss ways to solve it
* Model plan-do-review process and encourage children to think this way about their learning
* Offer help with activities when asked, but not before. Support children to develop ways to solve problems themselves
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| Making links |
| Choosing ways to do things |
| Awareness of Self and Others | Considering others’ and own ideas, needs and feelings | * Support children in turning to peers, before an adult, for help or information
* Model and promote teamwork
* Where appropriate, set up activities where the main goal is for children to work cooperatively together and take each other’s ideas on board
* Allow time for children to explain their thoughts and actions to each other
* Support children to feel good about their successes
* Involve children in deciding classroom expectations and routines
* Affirm and praise positive behaviour
* Encourage children to think about issues from the viewpoints of others
* Make time to listen to children respectfully and kindly
* Where there is conflict, support and model reconciliation and problem solving with the children
* Where appropriate, set up friendship groups for children who find this difficult
* Encourage children to think about issues from the viewpoint of others. •Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.
* Make time to listen to children respectfully and kindly, and explain to all the children why this is important. Children will then know that they will be listened to when they raise injustices.
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| Forming positive relationships  |
| Understanding the consequence of behaviour |

Whaddon School Development of Learning Behaviours