



LIVERPOOL
JOHN MOORES
UNIVERSITY



MENTORING
MEMOS

PGCE Primary: Week 2

ITaP 1 Teaching Positive BfL: Routines

Phase Expectation Focus	Q8 – How do I establish and maintain positive behaviours for learning that result in a productive learning environment?
Research Summary	To start thinking about some of the issues we will be considering in the ITaP, watch Dispatches Inside the Chaos: UK's Classroom Challenges, focusing on Jack and ECT Jade. When watching, consider: • What do you agree with and what do you disagree with? • What surprises you? • What questions would you like to ask? • How did this make you feel? Some of the key readings supporting the ITaP this week are: • Chaplain, R. in 'Learning to Teach in the Primary School' Ed. Cremin and Burnett (2018). • Argyropulo-Palmer, A.-M. (2022) 'Exploring the evidence base: The role of routines in creating an effective learning environment', Impact, [online] (May). Available at: https://my.chartered.college/author/ann-marie-argyropulo-palmer/ (Accessed: 16 July 2025). • Harper, J. and O'Brien, K. (2015) 'Establishing routines', in Classroom routines for real learning: Daily management exercises that empower and engage students. Markham, Ontario: Pembroke Publishers, pp. 7–14. • Reid, J. (2017) 'Emotional development and approaches to classroom management', in Colley, D. and Cooper, P. (eds.) Attachment and emotional development in the classroom: Theory and practice. London: Jessica Kingsley Publishers, pp. 249–264.
Teaching Expectations	• Complete school-based ITaP tasks. The student booklet should be used during the week to plan your actions and support your reflections. The student booklet can be found on Canvas and here - Student Booklet. The student task pages start on page 13. • Student teachers will be in school on Wednesday & Thursday and should be focused on ITaP tasks. • ITaP assessment to be completed by the General Mentor.

Curriculum Professional Development Activities (CPDAs)	• Share the ITaP 1: Teaching Positive BfL: Routines information with your mentor and show where it can be found in section B of the ITT Placement website - LJMU Initial Teacher Education (ITT) Programme. • Complete the ITaP tasks on the school-based days. Please find a summary of these below: Wednesday • Observation of expert modelling chosen routine with explicit explanation of what they are doing and why. • Observation of routines in a different class / age range. • Student teacher practises routine in low-stakes environment. • Discussion with school behaviour lead regarding the impact of clear and consistent routines in school. Thursday • Student takes responsibility of and practises agreed specific routine. • General mentor/ class teacher gives feedback which will feed into the weekly meeting review as a target and with actions for next steps/ improvement. • Student teacher observes a lesson in base class, making a note of subject specific school routines and responses, in accordance with school rules. • Discuss the work carried out in the ITaP, including readings and taught sessions. • You should plan to undertake observations next week of core lessons and put this into section 5 of your QTS file in the relevant subject folder.
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Reminders for Students	• Complete ITaP tasks and store evidence in section 4 of your QTS file. • Complete the Confirmation of Placement Details survey here by Monday 28th September. This is important so that we can send the Mentoring Memos directly to your General Mentor. • Complete the Induction Survey here by Monday 28th September. • Remember to sign up for any Affinity Networks here. The first meetings of the networks are w/b 28th September.
Reminders for Mentors	• The recording of the mentor training focusing on Phase 1 and ITaP 1 can be accessed here. • If you did not scan the QR code at the phase briefing, please click the link here to share your thoughts through our Mentor Voice survey. • Complete ITaP assessment form at the end of the week and identify with the student teacher next steps targets for establishing positive routines in the classroom. The assessment document can be found on page 11 of the student booklet here. This assessment needs to be shared with the student and stored in section 4 of their QTS file. • Ensure that all ITaP tasks have been successfully carried out and students have uploaded their evidence to section 4 of their QTS file.
Key Dates	The ITaP assessment needs to be completed on Thursday 1st October. Professionalism Check is due on Wednesday 7th October.

Education Updates	Chartered College: Thriving in your first year: Classroom Routines – link. All PGCE Primary students at LJMU receive student membership to the Chartered College of Teaching for £1. Membership provides you access to a
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	range of events and materials. One of these events is on Thursday 24th September and links directly to the ITaP. The 'Thriving in your first year: classroom routines webinar is part of a supportive new series from the Chartered College of Teaching, designed for student teachers as you take your first steps into the profession. Schools Week: Pupil rights-based approach boosts belonging, study suggests – link. London pupils attending schools which explicitly set out their rights reported more positive feelings of belonging, a new evaluation has found. TES: Creating a 'vulnerability-first' approach to supporting pupils – link. A headteacher explains how a new model of inclusion the school created to support vulnerable children works for all – and has the outcomes to prove its success.
Recommended Read	Big Bright Feelings Series written by Tom Percival tackle the big emotions that children face by telling the story of one child. This series includes: <i>Perfectly Norman</i>, <i>Ruby's Worry</i>, <i>Ravi's Roar</i>, <i>Meesha Makes Friends</i>, <i>Tilda Tries Again</i>, <i>Milo's Monster</i>, <i>Finn's Little Fibs</i>, <i>Bea's Bad Day</i> and <i>Sammy Feels Shy</i>. The books cover issues of self-acceptance, anxiety, resilience, lies and making friends. 
	Teachers often work in high-pressure environments with constant demands, emotional labour and little time to recover during the day. Below are simple, practical ways to help calm your nervous system during the school day and support longer-term mental and physical health.  5 ways teachers can regulate their nervous system during stressful school days If you'd like to talk to a Wellbeing Advisor, you can: • Book an appointment online • Visit our drop-in sessions: Monday to Friday, 10am until 4pm in the Student Life Building. • Contact us by phone: 0151 231 3664 or email: studentwellbeing@ljam.ac.uk

