

ECM Pre Start Task.

**PURPOSE to demonstrate your:
Analytical Understanding of the
Every Child Matters initiative**

Diary notes:

**Plan for a consultation with your
mentor**

**No more than 2,000 words,
Complete by the end of September
2010**

Email to: ben@southendttp.co.uk

a.m.meek@blueyonder.co.uk

clarerick@yahoo.co.uk



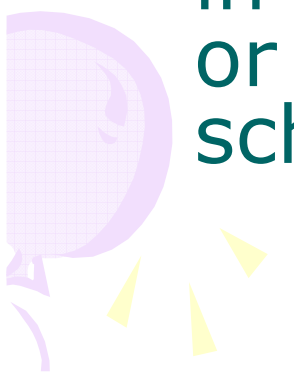
Objective

Objective is a **personal reflection** written to a high academic standard (following academic conventions); give examples and evaluate – try not to just describe.

Outcome should **link to your Needs Analysis/Training Plan** and contribute to **Q7(a) - Reflect & improve on practice** and **(b) Identify priorities for early professional development**

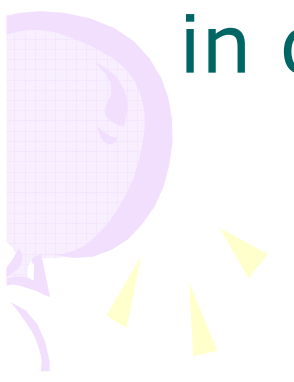


Approach

- Research background to ECM, its main aims and objectives.
 - Identify the key principles and how it relates to the Children's Plan - *Building Brighter Futures?*
 - Investigate how your local authority has responded.
 - Investigate the policies and procedures in your school that especially address or link to the principles of ECM (some schools have an ECM named Policy)
- 



KEY OUTCOMES OF THIS TASK *are to:*

- Reflect on how ECM links to or has relevance for your subject.
 - Investigate how ECM informs the planning and teaching of your subjects.
 - Consider how ECM will inform your planning for teaching and learning?
 - Reflect on what ECM will mean to you as a professional in the classroom and in developing your practice.
- 

A GOOD REPORT WILL DEMONSTRATE:

Q3(b) – Awareness of policies & practices of the work place

Your understanding of the principles and aims of Every Child Matters

Q3(a) – Awareness of statutory frameworks/professional duties

- Your knowledge of policies and procedures for schools in relation to the key aims of ECM. How ECM relates to The Children’s Plan and your local authority’s regional response

Q21(a) – Understanding of current legal requirements, national policies for the safeguarding and development of young people

- Policies and procedures for your school in relation to ECM

Q21(b) – How to support and progress young people developmentally



Your understanding of how the principles of ECM relate in the classroom and to your pedagogical practice

Q22 – Plan for and design effective learning sequences and demonstrate subject/curriculum knowledge

- How ECM will inform your own *planning* for teaching and learning



The 5 Principles.

- **Being healthy:** enjoying good physical and mental health, living a healthy lifestyle
 - **Staying safe:** being protected from harm and neglect
 - **Enjoying and achieving:** getting the most out of life and developing the skills for adulthood
 - **Making a positive contribution:** being involved with the community and society; not engaging in anti-social or offending behaviour
 - **Economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.
- 
- 



SHEEP IN PRACTICE!

- Staying Safe:

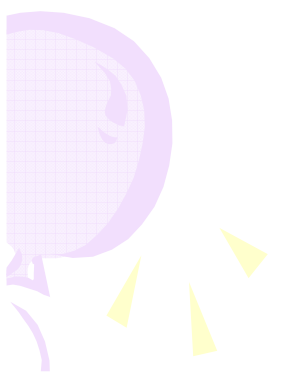


Risk assessments

Safeguarding

Beginning/end of day

.....more??





.....h

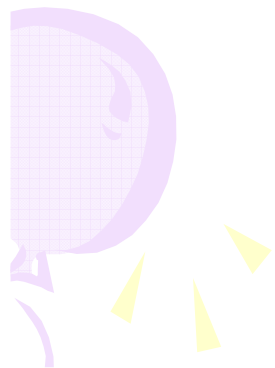
- Healthy

P.E. lessons

Circle times

Healthy schools project

.....more???





.....e

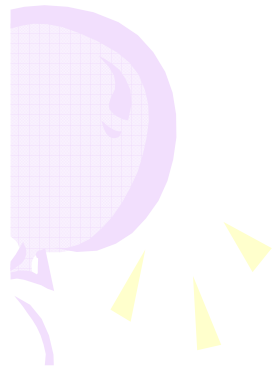
- Enjoying and achieving

Referrals

Differentiation

Celebrations

.....more???





.....e

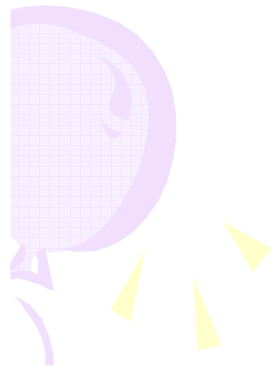
- Economic well being

Responsibilities

Cultural differences

Dinner money

.....more???





.....p

- Positive contribution

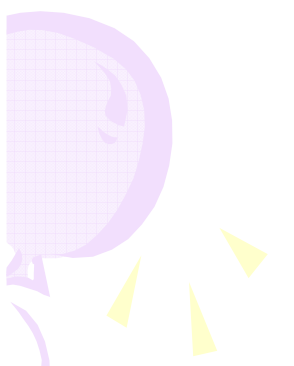


Talk partners

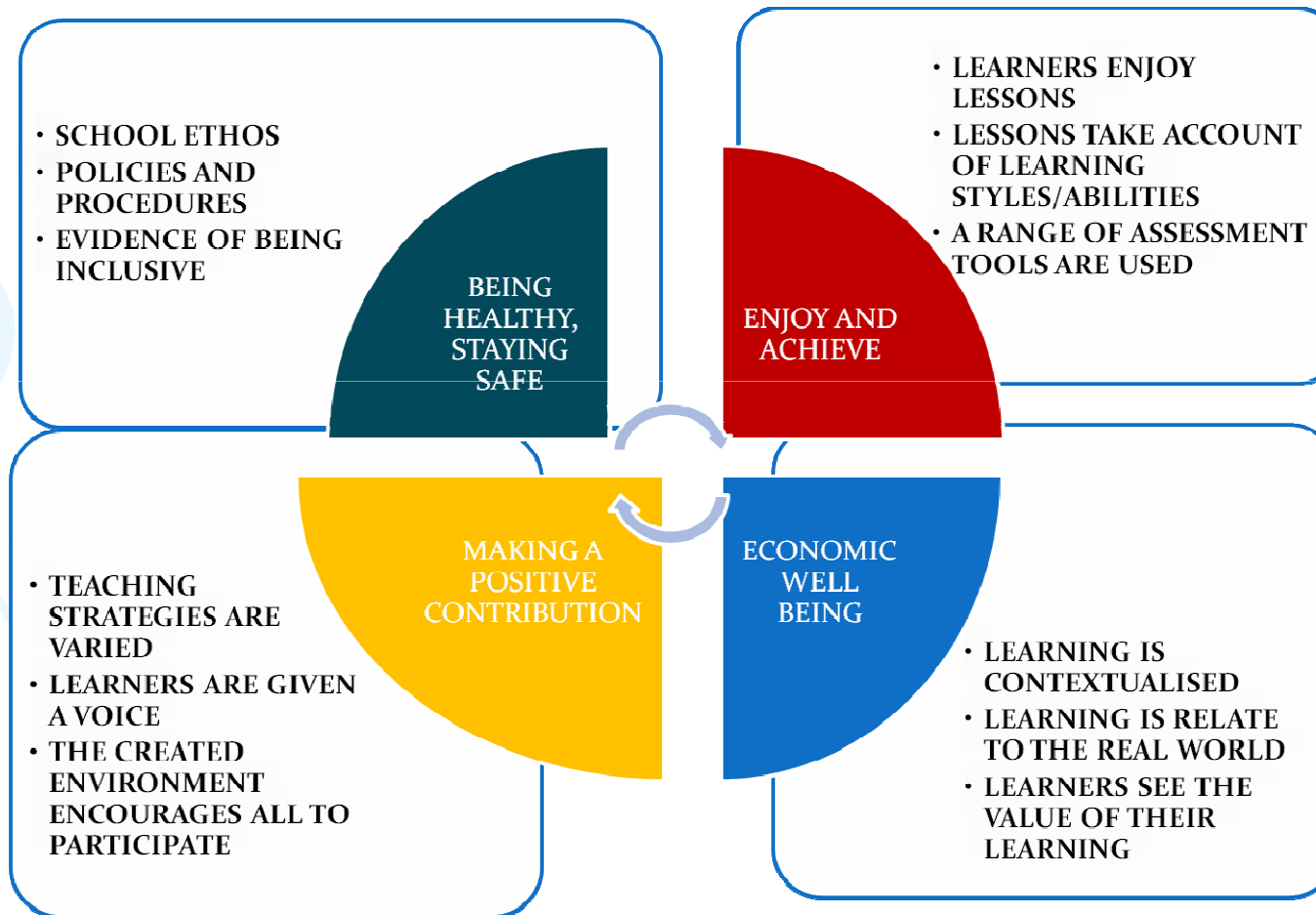
Incentives

Monitors

.....more???



MAKING EVERY CHILD MATTER





USEFUL LINKS

GREEN PAPER

<http://publications.everychildmatters.gov.uk/eOrderingDownload/CM5860.pdf>

WHAT IS EVERY CHILD MATTERS

http://www.tda.gov.uk/upload/resources/pdf/e/ecm_leaflet_01.pdf

CHILDREN'S PLAN

<http://www.dcsf.gov.uk/everychildmatters/about/childrensplan/childrensplan/>

But more important is your reflection on how it impacts on your day to day teaching and practice!

