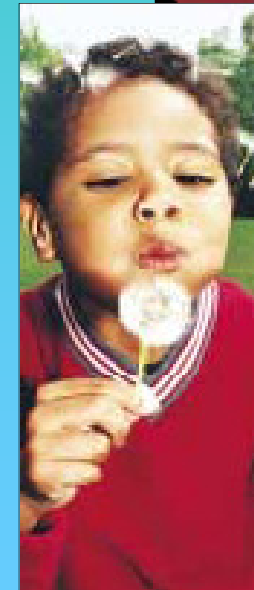


# Every Child Matters

It's pivotal role in:

- ensuring each child fulfils their potential
- increasing professional knowledge and understanding



# Objectives for session

To provide opportunity for trainees to:

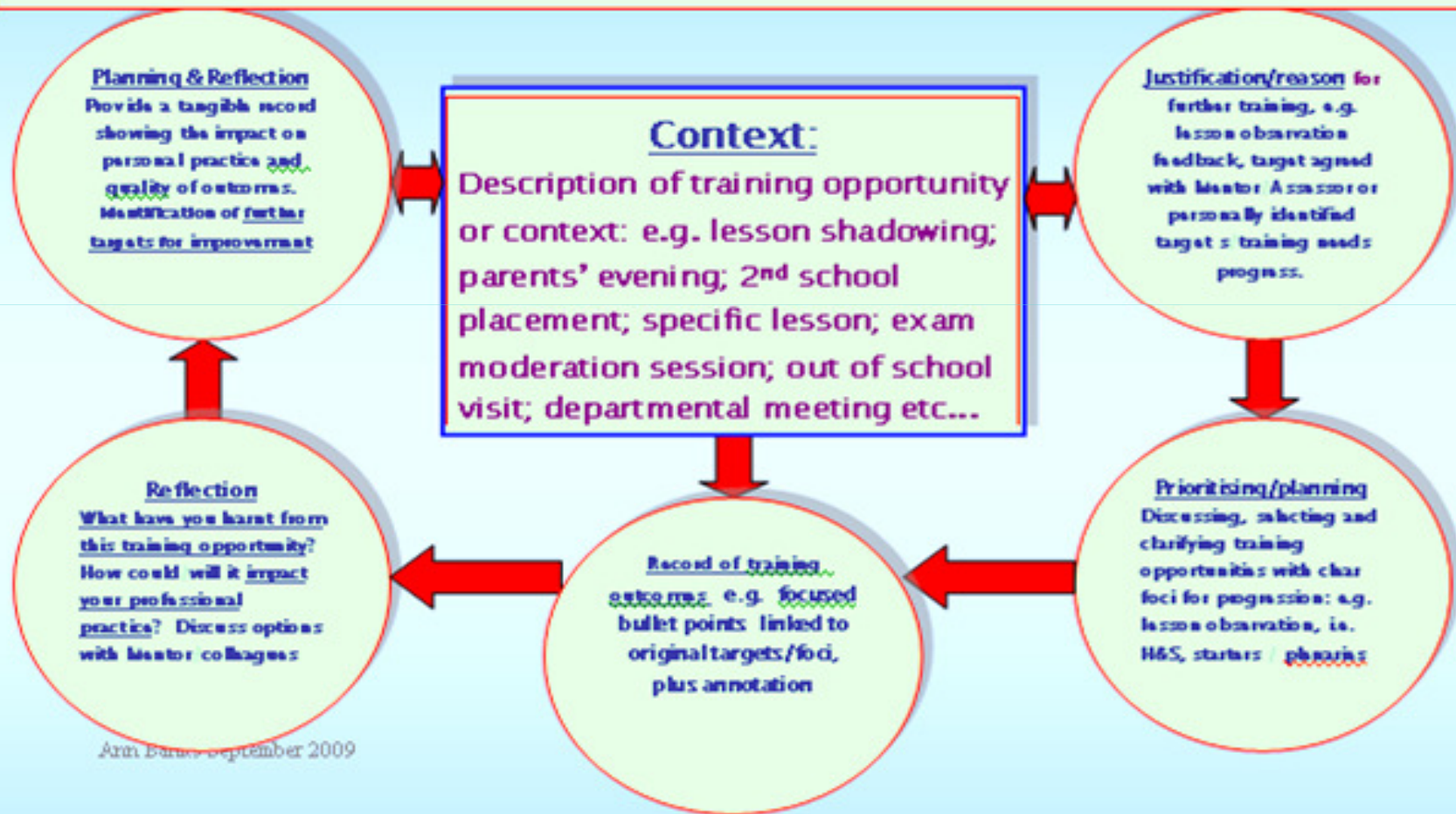
- broaden personal understanding of Every Child Matters and to reflect on possible implications for teaching and learning
- share and compare diverse attitudes and approaches to Every Child Matters from a range of a schools
- provide further explanation for Pre-start Directed Task b relating to Every Child Matters

# Session Outcomes

1. Notes and tangible reflections from session
2. Participation, interaction, discussion, professional dialogue relating to Every Child Matters
3. Annotated Power Point relating to ECM to influence thinking and attitudes towards Every Child Matters
4. Personal mind maps relating to ECM

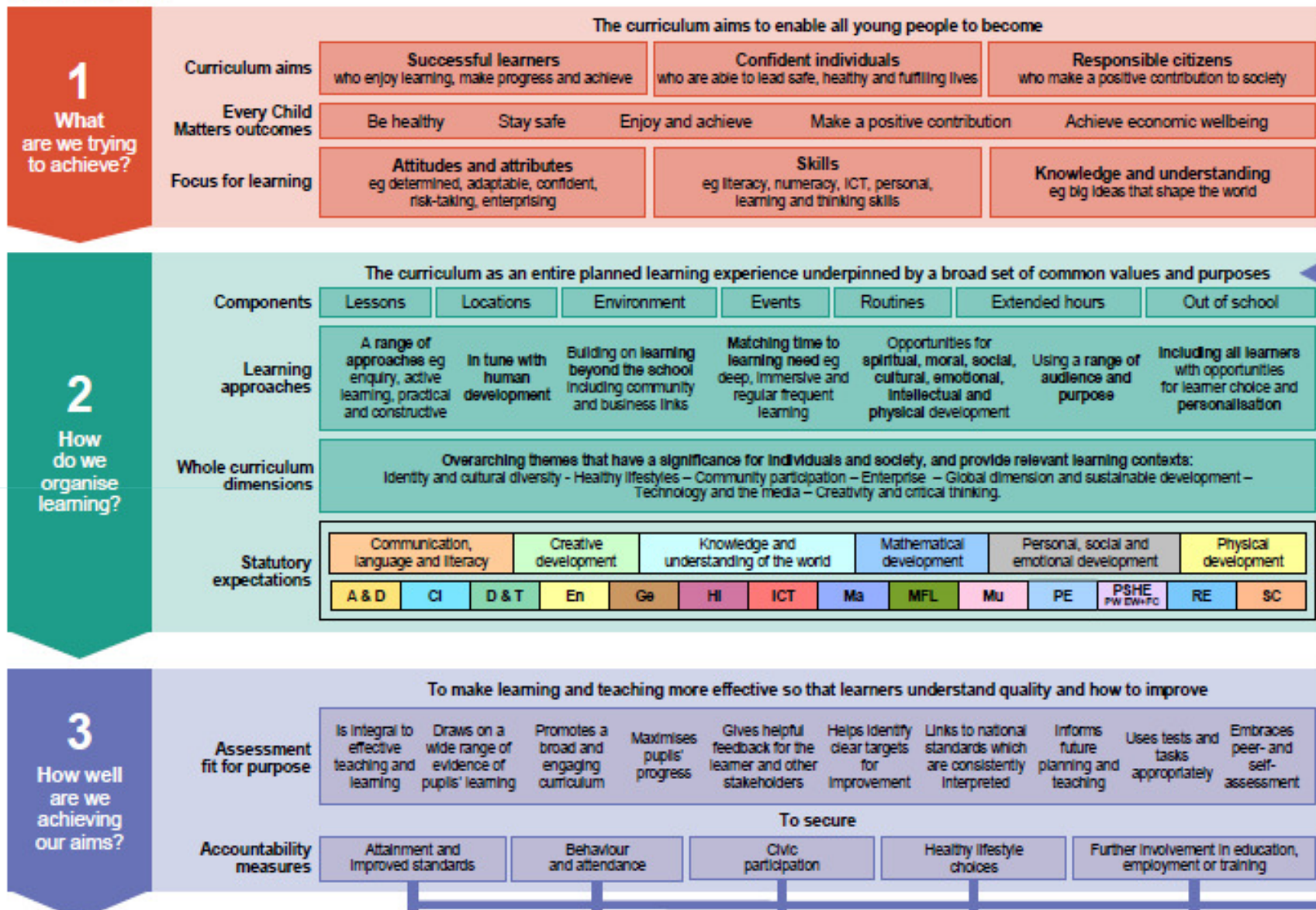
# Professional Progress through Reflection

Reflection - Training - Reflection - Planning - Outcome - Impact - Reflection - Progress



# The big picture of the curriculum QCA 2008

Three key questions



Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)

5) The ability to make a subject accessible to pupils at different stages in their learning and development and to provide a supportive learning environment  
\*Q: 1;8;10;14;15;18;19;20;21;22; 25; 26;30

6) The ability to reflect on & improve teaching & learning  
\*Q: 7; 8; 9; 10; 13; 25; 29 \*QS:

1) The key concepts, language, skills & topics that define the subject or curriculum area  
\*Q: 1; 2;10;11; 12; 14; 15;19; 22; 25;26;27;28;

2) Progression in the subject or curriculum area as defined by the national curriculum & other national expectations  
\*Q:1;2;3;10;11;12; 14;15;22;24;25;26;27;28; 29

3) The relevance of the subject or curriculum area & why aspects of the curriculum are taught  
\*Q:14;15;22

4) The connections across subjects or curriculum areas, including literacy, numeracy & ICT across the curriculum  
\*Q: 17; 23; 25

5) The relationships within the subject or curriculum area  
\*QS:1;7;8;11;12;14;15;22;25;29

6) Assessment of pupils' achievement in the subject or curriculum area  
\*QS:1;3;11; 12;13;14;15;22;25;26;27;

7) High expectations of all pupils, & skills in working to overcome barriers  
\*Q:1; 3; 5; 6; 10; 12; 13; ;18;19;20;22;23;25;26; 27; 8;33

4) Skills in the assessment of pupils' learning & the ability to use the information to plan for teaching which meets pupils' needs  
\*Q: 11;12;13;22;26;27;

3) The ability to use a range of resources including ICT  
\*Q: 1;2;4;14;15;17; 23; 25(a);25c;

2) The ability to plan lessons & sequences of lessons that are matched to pupils' needs, including opportunities for learning through homework  
\*Q: 1; 10; 14; 19; 22; 24;

1) A range of teaching skills & strategies to promote pupils' learning in the subject including behaviour management & those proposed by national strategies  
\*QS:1;2;10;12;14;15;17;18;19;20;23;25; ;28;29;30;32;33

1) The inclusion, achievement & well-being of all pupils  
\*Q: 1; 2; 3; 4; 5; 6;10; 15; 18; 19; 20; 21; 22; 23; 25;27;28; 29; 31; 33

2) The subject or the curriculum area & enthusiasm for teaching it  
\*Q: 1; 2; 3; 4; 5; 8; 9; 10; 12; 14; 15; 22; 23; 30;32

3) Being creative in developing learning opportunities for all pupils  
\*QS:1;2;8;10;12;14;15;17; 18;19;20;22;23;25;29; 30;33

4) Continuing professional development within the subject or curriculum area  
\*Q:1;2;3;6;7;8;9;10;11;14;15;17;23;25(b)

5) Working as a team, learning from others & contributing to the learning community  
\*QS:1;2;3;4;5;6;7;9;18;19;20;21;23;24;25; 29; 30;31;32;33

1) How pupils learn in the subject is affected by developmental, social, religious, ethnic, cultural, & linguistic influences  
\*QS:1;2;3;4;5;7;10;12;13;14;15;18;19;20;21;22;23;25;26;27;30;31; 33

2) The range in ways pupils learn  
\*Q:1;2;3;4;5;6;7;9;10;11;12;13;14;15; 17; 18;19;22;23;24;25;26;27;28;30;31

5) How parents and carers contribute to their children's learning & development  
\*QS:1;3;4;5;6;8;9;20;21;24;27;

4) How the subject & curriculum area needs to be adapted to meet pupils' individual needs & contexts  
\*QS:1;3;4;8;10;12;14;15;18;19; 0;21;22;23;25;29;30

3) How pupils develop as learners within the subject  
\*QS:1;3;;8;9;10;14;15;18;22;23;24;25;26 ; 27;28

**Pedagogy**

**Subject knowledge per se**

**Subject Knowledge Framework for Teaching**

**Attitude**

**Pupils' development**

# Relevant background theory

The curriculum aims to enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

## QCA:

*In your planning T&L approaches and reflections, how do you show that you have considered the above and the key strands of the ECM strategy?*

# Activity 1

- Independently reflect on personal knowledge of Every Child Matters
- Share the above reflections within the whole group

Following the tragic death of Victoria Climbié which exposed the shameful failings of our ability to protect the most vulnerable children. The 'Change for Children' programme 2003 and the 'Children Bill' 2004, gave legislation to the principles in 'Every Child Matters'. A strategy to address the need and entitlement of all children to be safeguarded and enabled to realise their potential

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

# Activity 2

- In your group, discuss the given ECM strand and produce a mind map to share your understanding and interpretation with the rest of the groups. Choose one person to feedback

# Activity 3

## Personal action planning:

- Consider how you will carry forward the knowledge and understanding gained through this training to inform and improve professional practice.
- Consider how the key messages of the ECM strategy can be reinforced through teaching and professional practice, for example consider the use of a checklist for use when planning lessons

<http://publicationseverychildmatters.gov.uk/eOrderingDownload/DCSF-00331-2008.pdf>

## Q Standard reference:

Q1: Q3: Q7(a): Q18: Q19: Q21: Q22