

New-Bridge Integrated College



**Ready
Responsible
Respect**

The 'New-Bridge' Way

We are Ready to learn

We are Responsible young people

We Respect ourselves, others and our school



Positive Behaviour Policy



**Proud to be a
Taking Boys
Seriously school**



New-Bridge Integrated College Aims

- ✓ To enable our pupils to grow mature in their own beliefs, culture and tradition
- ✓ To promote peace and reconciliation by actively seeking knowledge and understanding of other beliefs, cultures and traditions
- ✓ To develop in our pupils the self-esteem and self-discipline necessary for responsible citizenship in a pluralistic society
- ✓ To provide a challenging and stimulating environment in which the academic, sporting and personal success of pupils is promoted and celebrated
- ✓ To cherish, nurture and respect each other regardless of race, gender or other differences
- ✓ To encourage individual spiritual development and to work and pray for peace in our lives
- ✓ To promote the involvement of all members of the College community, whether governors, parents, pupils or staff in the development of the College
- ✓ To foster a caring and responsible attitude to the College and the local environment
- ✓ To create effective links between the College and the wider community

The “New-Bridge” Way

The purpose of this policy is to create a framework within which pupils contribute in a positive way to the life of the College and is not exhaustive. New-Bridge Integrated College is a **Restorative school** where positive behaviours are to be reinforced by all members of staff.

Staff are expected to address all pupils' behaviour, every teacher promotes their own positive classroom culture, and this is reinforced through strong departmental cultures where pupils' achievements and success are celebrated. All members of our college community actively and consistently promote our core values of **READY-RESPONSIBLE AND RESPECT** in all of their interactions with our pupils.

Pastoral teams and leaders work hard to ensure that our high expectations of behaviour are reinforced through our core values. Different behaviours may be referred through our pastoral structures if required but our promotion of positive behaviour for learning is promoted across the whole school culture where relational learning is our priority.

Our Positive Behaviour Policy at New-Bridge Integrated College provides an agreed course of action amongst teachers, students, parents and all staff, which promotes effective teaching and learning and the worth and value of each person. The policy identifies the roles and responsibilities of all stakeholders and respects the rights of all members of the College community.

Behaving in a positive and respectful way is crucial to the social, physical, emotional, cognitive and spiritual personal development of our students. It is essential in helping them develop as responsible, independent young adults, able to fulfill their potential and play an active, caring role in our community. All members of staff concentrate on encouraging students to develop as responsible, self-motivated young people who respect themselves, others and the property of others. At New-Bridge we encourage everyone to know, understand and implement the College core values fairly and consistently; Our approaches to behaviour are always restorative and seek to repair but it must also be acknowledged that higher level sanctions could be applied in some circumstances.

We believe the achievements of our pupils should be celebrated and acknowledged every day and share this within school and through strong parental communication. We recognise achievements at celebratory assemblies, pupil of the month competitions as well as through praise post cards and positive phone calls home so that our families can share in celebrating student achievement and success.

Calm and Consistent Adult Behaviour is modelled for students by New-Bridge members of staff:

- Pupils will receive a positive Meet and Greet at the beginning of each lesson from their teacher and teachers will be visible at their classroom doors.
- Pupils will expect their behaviour to be addressed by their teachers
- Teachers will allow take up time for pupils to make good decisions and de-escalation strategies are employed in all classrooms and around the school site.
- Teachers will end and send in every lesson
- Teachers will allow a take 5 if this is required
- As part of Intervention teachers will refer to pupil passports, RP Keyring for support and /or engage in Empathetic Observation with a Colleague (see Appendix One)

Our Core Values –The 3R's & Relentless Routines




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**Ready
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Relentless Routines

Hands up for Silence

Meet & Greet, End & Send

Take 5



PIC-COLLAGE

Relational Learning

New-Bridge Integrated Promotes Positive Behaviour for learning. This begins with positive adult behaviour and the paramountcy of relationships in our school inform all of our work. We seek to connect and build social capital with our pupils through positive relationships which seek to connect before correcting behaviours.

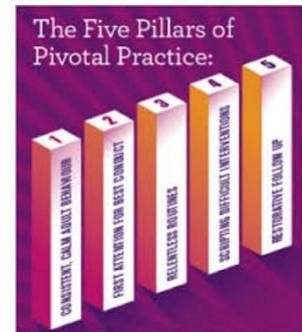
Teachers can help to create a positive, caring ethos within the classroom by:

- Actively promoting good relationships with our pupils
- Actively promoting the personal and social development of our pupils
- Making sure that effective planning has been carried out for each lesson
- Making sure that effective teaching is taking place
- Having well established and clearly understood routines

Positive relationships in our school are based on calm and consistent adult behaviours which model appropriate behaviours for our students.

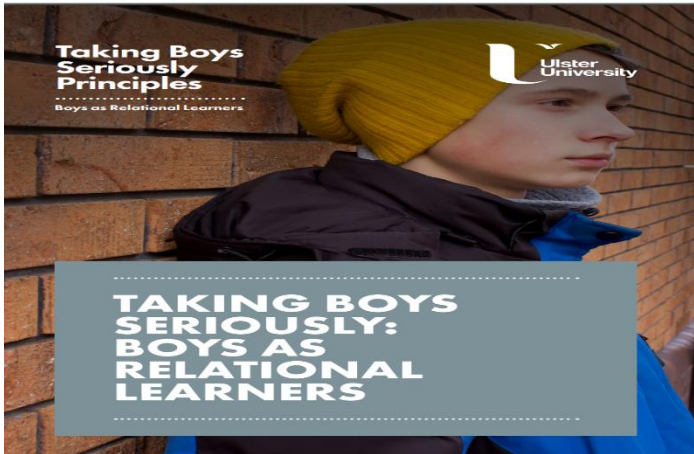
5 Pillars of Consistent Practice

- ✓ Consistent, calm, adult behavior
- ✓ First attention to best conduct
- ✓ Relentless Routines
- ✓ Script Difficult Conversations
- ✓ Restorative Follow –up



Taking Boys Seriously –Ulster University Research

We are proud to be a Taking Boys Seriously School- A Research Project by Ulster University focussed on the power of relationships and relational learning for boys. The educational principles and practices of this project focus heavily on the centrality and **importance of a relational pedagogy** that is highly dependent upon **the educator’s commitment to building intentional relationships** with boys and young men. The educational principles and practices were **not intended to instruct educators** how to work with boys and young men, rather to **encourage educators to reflect critically upon their current practice** through a relational pedagogical lens



- #1 **RECOGNISE THE PRIMACY OF RELATIONSHIP**
- #2 **DEMONSTRATE DIGNITY AND RESPECT**
- #3 **UTILISE A 'STRENGTHS-BASED APPROACH' TO LEARNING**
- #4 **CHALLENGE AND AFFIRM MASCULINE IDENTITIES**
- #5 **PROMOTE POSITIVE MENTAL HEALTH**
- #6 **IDENTIFY BLOCKS TO BOYS LEARNING**
- #7 **CONNECT BOYS LEARNING TO CONTEXT**
- #8 **ENGAGE MEANINGFULLY WITH BOYS**
- #9 **ENABLE CREATIVE LEARNING ENVIRONMENTS**
- #10 **VALUE THE VOICE OF BOYS**



Restorative Approaches at New-Bridge College

At New-Bridge College through our Pastoral Care and Behaviour systems we promote **Restorative Approaches** to encourage positive pupil behaviour. This extends far beyond asking a set of questions but is actively promoted through building a relational school culture of our school. Every teacher and member of staff will strive to be restorative and to repair relationships with their pupils. We recognise the need for diverse approaches in promoting positive behaviour so there is a collaborative and all inclusive approach to meeting the needs of our pupils. Our aim is to use effective intervention strategies which meet these needs and allow all pupils to achieve their full potential. We have received whole school training from Michelle Stowe @ConnectRP as well as Paul Dix @When the Adults Change to foster our whole school relational approach to learning.

The goals of Restorative Approaches at New-Bridge College are to:

- ✓ Encourage positive behaviour.
- ✓ Encourage accountability and responsibility through personal reflection within a planned process.
- ✓ Encourage all pupils to be valuable contributing members of the school.
- ✓ Promote an increased sense of community within the school. What are Restorative Approaches? Restorative Approaches are a way of:
- ✓ Involving all those affected by an incident to repair the harm it has caused, find ways forward that reduce resentment and prevent problems from escalating further.
- ✓ Support for pupils who cause harm while allowing them to be fully accountable for their behaviour.
- ✓ Talking through problems to help sort out what has gone wrong and make it easier to fix.
- ✓ Support pupils in exploring the ‘natural consequences’ of their behaviour, because these skills are developmental and require time, support and practice.

During the problem solving phase of restorative practice we focus on being adaptive, developing skills and identifying ways forward, that heal and contribute. This enables students to find the solutions themselves, scaffolded suggestions offer the opportunity to; **Regulate** when in challenge, **Reconnect** and build relationships again, **Express ourselves** using positive communication tools, **Plan** adaptive strategies and Identify ways to make amends and contribute in a meaningful way If you, as a student, are involved in a restorative approach you may be asked to tell the other people involved about;

- What happened?
- Who has been affected / harmed?
- What is needed now? How can you make amends?

Care & Welfare Tutors and Youth Work Methodology and Interventions

Our School is a Restorative school and we have set up a 'Restorative Us' team of teachers to lead and inspire our entire community on our restorative way. We have moved further away from traditional punitive measures such as suspensions and replacing with Intervention Days which are more self-reflective and emphasise personal accountability. Our students therefore learn new coping strategies. At New-Bridge we are all about turning specific events into learning opportunities for our young people and our intervention days are a good example of restorative practice on action. We rely very much on the skill and expertise of Youth Workers, as the school has now employed its own full time Youth Worker who has brought in Youth Work Pedagogy and practices which relate to our young people into our school community. These practices include a mentoring approach to support the personal and social development of students and by promoting unconditional positive regard in order to engage with all students in a non-discriminatory way which encourages acceptance and respect. A main focus of the school youth worker is to establish healthy relationships with students so that they feel supported to achieve their potential and have a trusting adult who they can talk to about their feelings and emotions. The youth worker is able to provide a level of support, guidance and signpost to relevant services or organisations.

Existing partnerships with local youth work organisations include Youth for Christ and Youth Initiatives who help facilitate a weekly lunch time drop-in for students to relax, build friendships and engage in some fun activities during the lunch break. Youth workers are able to advertise their centre's provision and build connections to encourage students to attend the after school or evening programmes which can develop communication skills, confidence and leadership capacity. We have a partnership with Reach Mentoring who provide one-to-one mentoring to a number of our students on a weekly basis which supports their personal and social development while supporting them through issues such as anxiety, self-worth, behavioural issues and difficult life circumstances.

The infographic is divided into three vertical sections. The left section features a portrait of Mr. Chris Clague, the Care and Welfare Tutor, with a purple background and white text. The middle section has a pink circular background with text about the 'GIRAFFE WALL' and an illustration of two giraffes. The right section has a green background with text about the 'LIGHTHOUSE WALL' and an illustration of a lighthouse. Arrows connect the text to the corresponding illustrations.

Mr Chris Clague
Care and Welfare Tutor

Hello. My name is Chris Clague and I am the full-time Care & Welfare tutor at Newbridge Integrated College. The Care & Welfare room is a welcoming and safe place for students to talk to a trusted adult, meet new friends, develop their personal and social skills and unwind during a busy day. My role includes providing ongoing support to students of Newbridge Integrated College through mentoring sessions and appointments, designing and delivering restorative intervention sessions and linking with organisations in our wider community that can positively contribute to the personal and social development of school students. I have the privilege of journeying alongside students and supporting them in achieving their full potential.

GIRAFFE WALL
The symbolism behind the giraffes on the Care & Welfare room is important to us as it represents all the restorative and repair work that we do here in New-Bridge. Giraffes have the largest heart of all land mammals (highlighting compassion) and you'll see the heart on the design too. They're also animals with long necks which enables them to see multiple perspectives and points of view, so that we too can adapt the same ability for listening to one another and appreciating multiple perspectives.

LIGHTHOUSE WALL
The side wall is also an interesting design of the lighthouse, symbolic of hope and signposting support for our students especially when there are stormy times, experiencing adversity like those depicted in the storm scene. You'll also notice that there is an Albatross; birds which have been described as "the most legendary of all birds". An albatross is the central emblem in *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge, representing the innocence and beauty of God's creation. The albatross metaphor is derived from this poem; someone bearing a burden or facing an obstacle is said to have "an albatross around his neck". Many sailors believed that albatrosses were the souls of lost sailors and the lighthouse will lead them home and provide support to them.

The Key Elements of Positive Behaviour

1. **Positive Self Esteem** - Our staff are qualified professionals who always act as role models for students. By having self-esteem, staff show students how mature people interact with each other. Staff show respect and model expected behaviour. Resolving conflict calmly through respectful restorative communication is one of the most important behaviours to model.
2. **Building Relationships & Social Capital** - Strong, positive relationships at all levels are an essential element of positive behaviour. These are encouraged between and within all sections of the college community.
3. **Knowing and Understanding Needs** - Staff foster good relationships with students. They have an understanding of them which goes beyond knowing their names and their abilities in a particular subject. Each teacher develops a detailed knowledge and understanding of the strengths and needs of each student they teach. In accordance with the Special Educational Disability Order 1995 (SENDO), the College takes a student's special needs into account, making reasonable adjustments, where appropriate. Students with SEN will, however, be subject to the basic structure of this Positive Behaviour for Learning Policy and may incur the same sanctions as other college students where appropriate. 'Equality is not treating everyone the same but treating them in a way that means that they will have the same opportunities as everyone else'.
4. **Clear Routines** – staff create and maintain a clear expected routine and apply the rules agreed by all. They will reinforce rules when needed and are realistic when doing this –in some cases measured improvement not perfection is the goal. Some students will need more positive reinforcement than others.

Rights, Roles and Responsibilities

While promoting the rights of each individual it is important that everyone recognizes their responsibility in the promotion of a positive behaviour policy. The agreed rights, roles and responsibilities are as follows:

- Rights, roles and responsibilities of the teacher;
- Rights, roles and responsibilities of the Classroom Assistant;
- Rights, roles and responsibilities of the member of Support Staff;
- Rights, roles and responsibilities of the student;
- Rights, roles and responsibilities of the parent

Rights, Roles and Responsibilities of the Teacher

Rights of the Teacher:

- To be treated with respect;
- To teach in a safe, healthy and secure environment;
- To have opportunities to develop professionally;
- To have adequate accommodation, facilities and resources including time for preparation, planning and review;
- To be informed about and consulted on whole college issues;
- To be supported by colleagues and external agencies;
- To be valued and acknowledged;
- To be kept well informed regarding social background etc of students.

Roles and Responsibilities:

- To promote the College Ethos;
- To lead learning and learners and have learner welfare at heart;
- To prepare students for a working, adult life;
- To manage behaviour in the classroom and across the college;
- To develop and maintain a positive learning environment which is safe, welcoming and which celebrates learning;
- To lead and facilitate the learning and set realistic expectations and challenges;
- To manage behaviour by modelling expected behaviour and applying the agreed classroom rules fairly and consistently;
- To foster positive relationships through using Restorative approaches in and out of the classroom – *with*, as opposed to *not, to, for*;
- To be on time for class and be ready to teach;
- To maintain a good pace to the lesson, which is well structured;
- To establish and reinforce clearly understood routines for entering, during and leaving the class;
- To organise practical work and movement by adhering to Health and Safety guidelines;
- To give clear, concise instructions and information;
- To have and use a strong classroom presence in order to support and challenge;
- To provide equality of opportunity for students to ask questions and contribute to lessons;
- To listen to and value student contributions;
- To give positive reinforcement by using students' names and through encouragement, praise and rewards;
- To scan and move around the class constantly;
- To handle inappropriate behaviour calmly in a fair, consistent professional manner;
- To set homework, ensure that it is recorded in diaries and check completion;
- To be visible outside classrooms as pupils arrive
- To monitor, assess and evaluate students and their learning;
- To address individual needs, support students and help each individual fulfil their potential;
- To report concerns appropriately;
- To keep abreast of legislation;
- To support colleagues and communicate with other staff, parents and external agencies;

- To be evaluative and reflective in their teaching and interactions with pupils and staff.

Rights, Roles and Responsibilities of the Classroom Assistant

Rights of the SEN Assistant:

- To be treated with respect;
- To work in a safe, healthy and secure environment;
- To have opportunities to develop professionally;
- To have adequate accommodation, facilities and resources.
- To be informed about and consulted on whole college issues;
- To be supported by colleagues and external agencies;
- To be valued and acknowledged;
- To be kept well informed regarding social background etc of students.

Roles and Responsibilities:

- To promote the College Ethos;
- To assist learning and learners and have learner welfare at heart;
- To prepare students for a working, adult life;
- To assist behaviour management in the classroom and across the college;
- To assist and maintain a positive learning environment which is safe, welcoming and which celebrates learning;
- To assist and facilitate the learning and set realistic expectations for their student/s;
- To assist behaviour management by modelling expected behaviour and reinforcing the agreed classroom rules fairly and consistently;
- To foster positive relationships through using restorative approaches in and out of the classroom;
- To be on time for class and be ready to assist;
- To reinforce clearly understood routines for entering, during and leaving the class;
- To give clear, concise instructions and information;
- To encourage equality of opportunity for students to ask questions and contribute to lessons;
- To listen to and value student contributions;
- To give positive reinforcement by using students' names and through encouragement, praise and rewards;
- To scan and move around the class constantly;
- To handle inappropriate behaviour calmly in a fair, consistent professional manner;
- To ensure that homework is recorded in diaries;
- To continuously monitor, assess and evaluate their individual student/s.
- To address individual needs, support students and help each individual fulfil their potential;
- To report concerns appropriately;
- To keep abreast of legislation;
- To support colleagues and communicate with other staff, parents and external agencies;
- To be evaluative and reflective in their role as classroom Assistant.

Rights, Roles and Responsibilities of Support Staff

Rights of Support Staff

- To be treated with respect;
- To work in a safe, healthy and secure environment;
- To have a defined work space;
- To have opportunities to develop professionally;
- To have adequate accommodation, facilities and resources to enable staff to work effectively;
- To be informed about and consulted on whole college issues;
- To be supported by colleagues, Senior Leadership Team and Board of Governors.

Roles and Responsibilities

- To promote the College ethos ;
- To be ambassadors for the College when dealing with parents and members of the public;
- To develop and maintain a working environment which is positive and welcoming for staff and students;
- To help and support other staff;
- To be in work during the agreed contracted hours and to follow college procedures;
- To follow health and safety guidelines, thereby ensuring a safe working environment;
- To encourage students, whenever possible, in their learning;
- To apply college rules in a fair and consistent way;
- To foster positive relationships with staff and students using restorative approaches;
- To contribute to whole college planning and staff development days;
- To report concerns with the appropriate member of staff, eg teacher, line manager, Principal;
- To be evaluative and reflective in their work.

Rights, Roles and Responsibilities of the Student

Rights of the student:

- To be treated with respect and fairness
- To be taught and to learn in a safe, healthy, positive environment
- To be provided with a positive learning and social experience
- To be provided with opportunities in and beyond the classroom to develop spiritually, morally, culturally, physically, emotionally and academically
- To be free from verbal, emotional and physical abuse
- To be valued, listened to and acknowledged
- To be encouraged and supported to reach their full potential

Roles and Responsibilities:

- To attend college and class punctually;
- To be **ready** to learn – books, equipment kit etc;
- To have a **responsible** attitude towards their learning and improvement;
- To listen and co-operate;
- To participate to the best of their ability;
- To develop the skill of working independently;
- To focus on work and care for resources;
- To complete homework on time and to the best of their ability;
- To follow the college core values and to be aware of the consequences of their own actions;
- To be polite and pleasant;
- To show **respect** for the work, views, rights and property of others;
- To treat other students and staff fairly and with **respect**;
- To speak to staff about problems or issues that affect you or others;
- To refrain from abuse – physical, emotional, cyber or verbal;
- To allow others to access, benefit from and enjoy learning;
- To switch off all electronic devices during the college day;
- To deal with challenges in a positive, restorative way.

Rights, Roles and Responsibilities of the Parent

Rights of the parent:

- To receive a high-quality education for their child;
- To have their child taught in a welcoming, safe and happy place;
- To have their child treated fairly and with respect;
- To be well informed about college rules, policies and procedures;
- To be informed regularly about their child's academic progress;
- To seek support for their child if they have any needs or problems;
- To be responded to sensitively when raising any concerns;
- To be told promptly about any concerns;
- To be informed about anything which affects their child's education;

Roles and Responsibilities:

- They promote the College Vision;
- They recognise, encourage and praise their child's efforts, abilities and talents;
- Their child attends regularly and on time;
- They provide prompt, written explanations for an absence;
- Their child obeys the college rules and shows respect for other students, staff and property;
- Their child wears the uniform correctly;
- They provide the necessary equipment and kit and they oversee homework completion on a daily basis;
- They make an appointment when they wish to meet a member of staff;
- They inform the college promptly of any concern about their child;
- They respond quickly to concerns raised by the college;
- They attend meetings when requested;
- They inform the college promptly of changes in address, telephone or other circumstances;
- They ensure electronic devices are used in accordance with college policy;
- They do not arrange any appointments or holidays during college hours.

References :

Education and Training Inspectorate NI :Inspection and Self-Evaluation Framework (ISEF)
https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation-questions-for-post-primary_1.pdf

A Fair Start;

<https://www.educationni.gov.uk/sites/default/files/publications/education/A%20Fair%20Start%20-%20Final%20Report%20and%20Action%20Plan.pdf>

Taking Boys Seriously 2: Ulster University

<https://www.ulster.ac.uk/about/widening-access/initiatives/taking-boys-seriously>

Harland, K. & McCready, S. (2012) Taking Boys Seriously: a longitudinal study of adolescent male school-life experiences in Northern Ireland, Department of Education, Department of Justice and The Centre for Young Men's Studies, University of Ulster.

The Department of Education 'Pastoral Care in Schools: Promoting Positive Behaviour', and 'Guidance on Identifying and Supporting learners with Social, Emotional and Behavioural Difficulties' (NI Curriculum / CCEA) – available via the DENI website.

<https://www.education-ni.gov.uk/publications/pastoral-care-schoolspromoting-positive-behaviour>

http://www.nicurriculum.org.uk/docs/inclusion_and_sen/sebd/sebdguidance_identify_and_support.pdf

When The Adults Change, Everything Changes

<https://whentheadultschange.com/>

Connect RP- Restorative US and Building Co Creation of Relational Communities






<https://www.connectrp.ie/>

Appendix One : Staff Tools
RP Script Key ring for Staff
Sample Pupil Profiles “ Get Me”
Empathetic Observation Grid






Staff Key Ring-Scripting Conversations



Pupil making rude / hurtful comment towards peer

Be Curious		<ul style="list-style-type: none"> • What happened that you have said that? • What happened that led to you making that type of comment?
Grow empathy – you feel, I feel		<ul style="list-style-type: none"> • What were you feeling at that time? I felt ... How do you think the other person felt? What are you feeling now? • Did that make you feel better? How do you think the other person felt?
Love bomb		<ul style="list-style-type: none"> • You are mature enough to know that is inappropriate / hurtful / embarrassing • You are such a kind / smart person. I know that you can think about a better way to approach this situation.
Accountability – do different		<ul style="list-style-type: none"> • How would you feel if someone said that to you? • What could you do now? • could you have let the other person know how you felt?
Repair – what next		<ul style="list-style-type: none"> • If you found yourself in this situation again, what would you do differently? • What could you do now to make the situation better? • What do you need to do now to restore the relationship?

Pupil persistently late to class

Be Curious		<ul style="list-style-type: none"> • What happened you were late today? • What happened that has meant you were late today?
Grow empathy – you feel, I feel		<ul style="list-style-type: none"> • What were you thinking at that time? • I am concerned that you miss instructions at the start of the lesson due to being late. I don't want you to fall behind or not understand what we are doing.
Love bomb		<ul style="list-style-type: none"> • I can see your potential in this subject, and I don't want you to miss out on things. If your late to class that is going to have an impact on your achievement. • I believe that you are responsible and can make good choices
Accountability – do different		<ul style="list-style-type: none"> • How do we prevent this from happening again? • What impact do you think your lateness is going to have on you ... me ...the class? Link to future job and consequences of lateness.
Repair – what next		<ul style="list-style-type: none"> • What should happen next? What should I do now? What should you do? • What will work for both of us going forward? • How can you make sure you are not late for the next lesson?



GET ME Student Profile



Name: _____

Form Teacher: _____

Year Head: _____

About Me...

Age:

DOB:

Primary School:

Family & any links with New-Bridge:

-
-
-

Hobbies & Interests & Pets:

-
-
-
-

Aspirations / Future Career / Goals:

-
-
-

"I would love to..." (visit New York ... swim with dolphins...)

-

School & Learning...

Favourite Subjects:

-
-
-

What encourages or helps me to learn (styles & approaches):

-
-
-
-

What discourages or makes it hard for me to learn (styles & approaches):

-
-
-
-

Staff Input-Sharing Strengths

What works with John

-
-
-
-
-

What doesn't work with John




-
-
-
-

Who works well / doesn't work well with John

-
-

Empathetic Observation

Date & Time:	Class:	Teacher:
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	Thinking points	Observation Notes
	<ul style="list-style-type: none">• What did you like about the classroom environment? (Wall displays etc.)• What worked well with the seating plan?• What activities did pupils particularly engage with?• What sort of body language was used by the teacher that helped with student engagement?	
	<ul style="list-style-type: none">• What do you like about how the teacher speaks to the pupils?• What do you like about the teacher's tone of voice/pace and pitch?• What worked well with how the teacher gives instructions?• What positive phrases does the teacher use, that you could bring to your classroom?• What noises did you hear in the classroom to let you know the pupils felt engaged?	
	<ul style="list-style-type: none">• What did you admire about the feeling that was created in the classroom?• What did the teacher do to make the pupils feel supported, stretched and challenged?• How did the teacher create a feeling of collegiality between themselves and the pupils?	



_____ I am really excited to try...

