**ITAP template 1 (primary): Set tasks supporting engagement with the literature**

Read the fo+llowing literature which can be accessed via Library@Brunel and then also engage with wider readings. Reflect upon the key points in the table below:

***Read the whole article***

Argyropulo-Palmer, A.-M. (2022) *Exploring the evidence base: The role of routines in creating an*

*effective learning environment*, *My College*. Available at:

[https://my.chartered.college/impact\_article/exploring-the-evidence-base-the-role-of-routines-in creating-an-effective-learning-environment/](https://my.chartered.college/impact_article/exploring-the-evidence-base-the-role-of-routines-in%20creating-an-effective-learning-environment/) (Accessed: 11.6.24).

***Read pages 204-208***

Dawes, L. (2018) ‘Organising Effective Classroom Talk’, in Cremin, T. and Burnett, C. (eds) L*earning to* teach *in the primary school*. London: Routledge, Taylor & Francis Group, pp. 203–215. <https://go.exlibris.link/LGVbxlKP>

***Read pages 65-70***

Kern, L. and Clemens, N.H. (2006) ‘Antecedent strategies to promote appropriate classroom behavior’, Psychology in the Schools, 44(1), pp. 65–75. doi:10.1002/pits.20206. <https://go.exlibris.link/Gr3y4m5w>

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| --- |
| **What constitutes a proactive approach to establishing a positive learning environment?** |
|          |
| **What routines could be used to structure talk for different purposes and how might such routines be established?**  |
|         |
| **How might we balance taking an authoritative approach to managing behaviour with the creation of positive environments where children are supported in learning how to learn?** |
|          |
| **Key learning point 1** |
|           |
| **Key learning point 2** |
|           |
| **Key learning point 3** |
|          |
| **Two things I will apply to my practice** |
|  1)   2)   |
| **One question I have about the theory of establishing proactive routines with the aim of creating positive learning environments is...**  |
|      |