

Intensive Teaching and Practice Student Booklet

Adaptive Teaching

The Liverpool John Moores University Intensive Training and Practice (ITaP) programme is designed to give you feedback on foundational and pivotal aspects of your ITE training curriculum. The training sequence and delivery pattern is carefully designed to supplement and illustrate your university-based curriculum components and affords students the opportunities to;

- Structured observation and critique of practice guided by a partnership expert,
- identify links between theory and practice,
- complete preparation and practice delivery activities (approximations of practice)

Intensive training and practice include elements of intense training at the university with expert theoretical input by tutors, lead practitioners or mentors.

- critical analysis of teaching and materials linked to theory and evidence
- expert modelling and deconstruction of individual components
- deliberate practice by trainees and feedback
- implementation of the component in a real situation
- feedback and targets for moving forward

The outcome of intensive training and practice will ensure you have a strong grasp of the pivotal components of the curriculum enabling you to articulate, justify and exemplify effective classroom delivery and therefore be able to apply those aspects of teaching in a range of contexts throughout their assessed placements.

Intent

Children learn at different rates and stages and require a wide range of support from teachers to succeed. The intention is for trainees to understand children's needs and create a targeted activity with support from experts.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- € achieve their best
 - € become confident individuals living fulfilling lives, and
 - € make a successful transition into adulthood, whether into employment, further or higher education or training
- (SEND Code of Practice, 2014)

Overview of week

Monday INTRODUCE and ANALYSE	Tuesday INTRODUCE, ANALYSE and PREPARE	Wednesday PREPARE	Thursday ENACT and ASSESS	Friday ASSESS
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Using approximations to practise and get feedback	Receiving support to apply learning in the classroom	Tracking trainees' growing knowledge and skills
9.30 - 10.30 Lecture - 1 hour Barriers to Learning	9.30 - 11.00 Lecture online Input from Speech and Language Therapist.	Observation of case study pupils in class Discussion of provision with experts	Deliberate Practise Review and refine activity to enable challenge and support	9.00 - 10.00 Analysis of impact case study and portfolio 1 hour
Professional studies workshops (1 hour 15 mins) Analysis of approaches to teaching and use of specific language to	11.00 - 11.30 Online introduction to Blank Level Questioning.	Begin assessment profile of pupils	Instructional	10.30 - 12.00 Presentation to peers and tutors with feedback

<p>lessen cognitive load and promote understanding. Analysis of case studies of children, identify barriers to learning</p>		<p>Review and refine activity plan with guidance from experts</p> <p>Preparation of activity materials</p>	<p>coaching, observation and feedback</p> <p>Case study preparation</p>	
<p>1.00- 3.00 Lecture – 2 hours</p> <p>What is ‘quality first teaching’ and how does it relate to adaptive teaching?</p>	<p>1.00 - 2.00</p> <p>Deconstruction and analysis of strategy</p>		<p>Feedback from experts</p> <p>1 hour</p>	<p>1.00 - 2.30 Lecture Exploratory talk, language nutrition and intentional teaching</p>
<p>3.00 - 5.00</p> <p>Independent study</p> <p>What is adaptive teaching?</p> <ul style="list-style-type: none"> - Adaptive teaching vs. differentiation (<i>analyse vignette in McCrea et al. Inclusive-Teaching-Discussion-Paper.pdf pp22-23</i>) 	<p>2.00 - 4.00</p> <p>Professional Studies workshop Co-planning, rehearsal and role play with peers and tutors</p>		<p>Portfolio and case study preparation</p> <p>2 hours</p>	<p>3.00 - 5.00 Independent study</p> <p>SLCN online Training:</p> <p>Registration and contents are all free, initial course is 1 hour, but further modules can be accessed:</p> <p>https://learningcentre.speechandlanguage.org.uk/courses/an-introduction-to-speech-language-and-communication</p>

– adapted to Y6 primary

- Read NASEN: What is meant by 'adapting teaching'?

[Adapting-teaching](#))

- Read [EEF 5 a day guidance](#))
- Implementation of high quality, inclusive teaching and creating lessons which are inclusive and accessible for all
 - o Explicit instruction
 - o Cognitive and metacognitive strategies
 - o Scaffolding
 - o Flexible grouping
 - o Using technology

<p>Choose a lesson plan that you created and delivered during Phase 2, in any subject. Think about the adaptive teaching strategies from EEF guidance and where they were implemented to support SEND or EAL pupils.</p> <p>Using a different coloured font, add any other strategies in the 'Adapting Practice' section of the plan.</p> <p>Reflect on the impact these additional strategies could have had in the Post lesson assessment record section.</p>				
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<p>Curriculum Components (including links to ITTECF)</p>	<p>Learn that:</p> <p>S5.1 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.</p> <p>S5.3 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p>
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	<p>S5.7 Pupils with SEND are likely to require additional or adapted support; working closely with colleagues, parents/carers, and pupils to understand barriers to learning and identify effective strategies is essential.</p> <p>S5.8. High quality teaching for all pupils, including those with SEND, is based on strategies which are often already practised by teachers, and which can be developed through training and support.</p> <p>Learn how to:</p> <p>Provide opportunity for all pupils to experience success, by:</p> <p>5g) Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations</p> <p>Meet individual needs without creating unnecessary workload, by:</p> <p>5n) Reframing questions to provide greater scaffolding or greater stretch.</p>
<p>Links to theory and research</p>	<p>Beltrano, J. L. (2017). Developing adaptive teaching practices through participation in cogenerative dialogues. <i>Teaching and Teacher Education</i>, 63, 326–337</p> <p>Blank, Rose and Berlin (2003) <i>Preschool Language assessment instrument: The language of learning in practise</i>. Pro Ed.</p> <p>Carter, J. (2021) <i>SEND assessment : a strengths-based framework for learners with SEND</i>. Routledge</p> <p>Cullen, M. A., Lindsay, G., Hastings, R., Denne, L., & Stanford, C. (2020) <i>Special Educational Needs in Mainstream Schools: Evidence Review</i>. Available at: Cullen SENDEvidenceReview.pdf</p> <p>Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) <i>Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study</i>. Available at: Davis TeachingStrategiesAndApproachesForPupilsWithSEND.pdf.</p> <p>Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018) <i>Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation</i></p>

practices in primary education. Educational Research Review, 24(February), 31–54. Available at:

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<http://dera.ioe.ac.uk/6059/1/RR516.pdf>.

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	Schipper, T., Goei, S.L., de Vries, S. and van Veen, K. (2018) Developing teachers' self-efficacy and adaptive teaching behaviour through lesson study in <i>International Journal of Educational Research</i> 88 pp. 109-120
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Further Reading

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