Overview: Block 3, Half Term 3

Block title: Developing effective classroom practice - teaching and adapting

Time commitment

- 4 hours of self-directed study materials
- 7 hours of mentor sessions
- 3 hours of training sessions

Why this, why now?

You won't spend long reading educational research before you come across a version of the statement: *good teachers are the most important factor in influencing pupil outcomes*. In this Block, you will look at some of the fundamental techniques which lead to effective teaching: presenting things in small steps, high-quality expositions, modelling and worked examples, scaffolding and guiding learning, practice and teaching pupils meta-cognitive strategies. Alongside looking at the techniques and strategies for effective teaching, you will learn about what it means to 'adapt your teaching'. At the core of this is recognising that pupils, like the rest of us, have differences. It is important to understand that our classrooms are diverse places and it is our responsibility as teachers to ensure that all pupils learn and make progress.

Your workload

By focusing on doing things which are known to be effective and efficient, you are ensuring that the time you spend is valuable. The most important thing is that your pupils learn, and by using tried and tested teaching methods you maximise the chances that this will happen, saving you time later on when you may have had to re-teach. By explicitly teaching pupils meta-cognitive strategies you are setting them up to be better independent learners. Over time, this will reduce the need for you to provide as many prompts or structures to support their learning.

Adapting your teaching to the needs of your pupils may sound like it will add to your workload, but there are lots of techniques which are effective at streamlining your workload and have an even bigger impact on pupil learning. For example, instead of planning a different resource for every pupil, planning one task with scaffolding to support pupils who need it and being responsive to pupils in lessons, doing small group teaching for example, will reduce your planning time.

Learn That	Self-directed study materials	Mentor Sessions	Training outlines
4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	x	x	
4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	x	x	x
4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	x	x	x
4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases	x	x	
4.5 Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	x	x	
4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.	x	x	x
5.1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	x	x	x
5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	x	x	x
5.3 Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	x		x
5.4 Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.	x		x
5.6 There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.	x		

Learn How To	Self-directed study materials	Mentor Sessions	Training outlines
Plan effective lessons, by:			
4a. Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.	x	x	x
4b. Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.		x	
Make good use of expositions, by:			
4f. Starting expositions at the point of current pupil understanding.		x	
4g. Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.		x	
4h. Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).		x	
Model effectively, by:			
4i. Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge).	x	x	
4j. Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).	x	x	
4k. Exposing potential pitfalls and explaining how to avoid them.	x	x	
Stimulate pupil thinking and check for understanding, by:			
4l. Planning activities around what you want pupils to think hard about.		x	x
Develop an understanding of different pupil needs, by:			
5a. Identifying pupils who need new content further broken down.	x	x	x
Provide opportunity for all pupils to experience success, by:			
5e. Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.	x	x	x
5f. Balancing input of new content so that pupils master important concepts.	x	x	