**NPQLTD
Teaching Clinic**

**Participant Workbook**

Name: ………………………………………………………………………………..

Session date: ………………………………………………………………………

**Introduction**

**The purpose of clinics**

**Clinics are designed for you to:**

* **Retrieve knowledge** from the study and application modules
* **Apply** knowledge to scenarios
* **Evaluate** decision making
* **Collaborate** with colleagues

**Clinics are NOT designed to:**

* **Mirror** the final assessment
* **Provide solutions** that are guaranteed to work in your context

**Assessment clinic outcomes**

* Retrieve and recap aspects of the 3 modules on the Teaching course:
(1) Theory of change
(2) Simple model of memory 2.0
(3) Developing teaching
* Apply module principles from the three modules to realistic scenarios involving fictional leaders.
* Contextualise parts of the NPQLTD framework covered in this course.

**Study consolidation**

**Retrieve:** circle or write your answers below.

1. What are ‘active ingredients’?
2. The elements of an approach that appear critical to its success.
3. The steps taken to design professional development.
4. The process of coaching teachers.
5. Complete the sentence.

Professional development should be focused on a shared responsibility for \_\_\_\_\_\_\_\_\_\_\_\_\_.

1. teacher expertise
2. pupil outcomes
3. school data
4. List two ways in which teachers can support pupils to access their prior knowledge:
5.
6.

**What are module principles?**

Module principles draw out important commonalities from framework statements to capture ways of thinking leaders can use to make decisions.

This is an example of how one of the module principles on this course is linked to framework statements:

|  |  |
| --- | --- |
| Module principles | Framework statements |
| **Adherent:** aligns with statutory requirements, relevant standards or frameworks | 2k Making use of well-designed frameworks and resources instead of creating new resources (e.g. sources of subject knowledge, the Early Career Framework and associated core induction programme for early career teachers, ITT Core Content Framework, suite of National Professional Qualifications) |
| 3l Applying, where relevant, an understanding of the Early Career Framework, the ITT Core Content Framework, the Teachers’ Standards and the Standard for Teachers’ Professional Development to the school’s training and induction offer |

**Module principles across the course**

Module principles draw out important commonalities from framework statements to capture ways of thinking leaders can use to make decisions.

* Remind yourself of the module principles for the modules on this course

|  |  |
| --- | --- |
| Module  | Module principles |
| **Theory of change** | **Starts with the ‘why’**: focuses change on pupils’ outcomes and life chances    |
| **Assumptions defined**: states clearly what their theory is based on   |
| **Active ingredient focused:** approaches should be implemented with fidelity and specify the elements which appear critical to their success and where there is scope for adaptation |
| **Professionally sceptical**: achieve a balance between open-mindedness towards, and rigorous scrutiny of, new ideas  |
| **Context-sensitive**: aware that ‘nothing works everywhere, and everything works somewhere’   |
| **Evidence-informed**: teachers should be helped to improve through professional development based on both the best available evidence and knowledge of their context |
| **Simple model of memory 2.0** | **Mental model of the learner**: supporting teachers to understand how pupils learn can help teachers make better instructional decisions |
| **Active ingredient focused:** approaches should be implemented with fidelity and specify the elements which appear critical to their success and where there is scope for adaptation |
| **Context-sensitive**: aware that ‘nothing works everywhere, and everything works somewhere’  |
| **Prior knowledge considered:** professional development should start from what teachers know and can do, and be adapted to teachers’ developing expertise |
| **Practise what you preach**: use the evidence-informed strategies that support pupil learning with teachers when training them |
| **Developing teaching**  | **Active ingredient focused:** approaches should be implemented with fidelity and specify the elements which appear critical to their success and where there is scope for adaptation |
| **Context-sensitive**: aware that ‘nothing works everywhere, and everything works somewhere’   |
| **Tailored**: adjusting your approach to the expertise and needs of individual teachers |
| **Practise what you preach**: use the evidence-informed strategies that support pupil learning with teachers when training them |
| **Adherent**: aligns with statutory requirements, relevant standards or frameworks |

* With your partner, discuss **which of these you focused on during this course and why.** This may have been through activities such as select tasks, further reading, or applying the principle in your context.
There is space overleaf to make notes if you wish.

Notes:

**Module principles in this clinic**

|  |  |
| --- | --- |
| Module(s) | Module principles |
| Developing teaching  | **Adherent:** aligns with statutory requirements, relevant standards or frameworks |
| **Tailored:** adjusting your approach to the expertise and needs of individual teachers |
| Theory of Change | **Professionally sceptical**: achieve a balance between open-mindedness towards, and rigorous scrutiny of, new ideas  |
| Simple Model of Memory 2.0; Developing teaching | **Practise what you preach**: use the evidence-informed strategies that support pupil learning with teachers when training them |
| **Active ingredient focused**: approaches should be implemented with fidelity and specify the elements which appear critical to their success and where there is scope for adaptation |
| All modules in this course | **Context-sensitive:** aware that ‘nothing works everywhere, and everything works somewhere’  |

**I do**

**Note:**

* First and foremost, we will use the module principles stated to analyse the scenario. However, you may also think of other concepts and principles covered in the NPQ programme as well as your wider knowledge that can also be applied to this scenario. This thinking is valuable to do after applying the module principles.

**Scenario 1**

A teaching and learning lead of a two-form entry primary school is keen for staff to further engage with her training sessions. The majority of the teachers at her school have worked in the school for several years, with many having over ten years’ worth of teaching experience. The leader has noticed that teachers are able to articulate what they have been taught within professional development sessions and seem to demonstrate a good understanding through end of session tasks. However, during recent learning walks, the leader has found that teachers do not seem to be putting what they’ve learnt into practice.

The leader firstly considers what she knows about pupil learning; that purposeful practice can support fluency, retention and improve performance (Ericsson, 1993). She wants to apply this approach to teacher learning too and considers the notion of deliberate practice. The leader believes that deliberate practice is an essential way to develop practice and theory together. The Department for Education’s (DfE) Standards for Professional Development (DfE, 2016) cite developing practice and theory together as one feature of effective professional development.

Deliberate practice refers to a model for intentionally practising a behaviour to develop expertise. The leader decides to use the principles of this approach as part of her school’s continued professional development. She knows that this cannot simply be ‘rote repetition’ of ideas, but that she needs to vary the ways in which teachers will practice methods taught in professional development sessions in order improve their practice.

Although she hasn’t been able to find a range of reputable sources for the use of deliberate practice in teacher education, she has used the principles of this approach in a previous school when working with early career teachers and she found it to be successful. She reasons that, based on her experience, the principles of deliberate practice must work in teaching and will probably work with these teachers too. She decides to introduce her staff to the principles of deliberate practice outlined in Deans for Impact’s ‘Practice with Purpose’, as staff are already familiar with their work on ‘The Science of learning’, so thinks this may be a good starting point. She also wants to ensure that she communicates the benefits of this approach to staff, including how it will enhance their practice and further their teaching expertise.

During the meeting, one of the principles the leader is intending to share is ‘To receive and respond to High Quality Feedback’; she’s keen to communicate that teachers will all receive feedback that focuses “on specific features of a teacher’s work relative to a task or goal” (Deans for Impact, 2016, pg. 10). This means that teacher feedback will be directly tailored to their current needs. This might mean adjusting feedback based on teacher need, year group, subject content they’re working on, or a variety of other needs. During the session, teachers will be grouped to ensure that those in their year group are the ones that are able to give them feedback. The leader wants to highlight the fact that regardless of prior knowledge in the area, all teachers will leave with tailored feedback by engaging in deliberate practice.

The leader knows that it’s important to model what deliberate practice looks like and allow teachers to experience some of what might be utilised throughout the year. In the first session, she will model what she believes high-quality feedback should look like during training sessions and will share the steps to make giving and receiving feedback for teachers to be successful. She believes that this will support teachers to engage with deliberate practice in future sessions. For example, in future sessions she hopes that teachers would be able to give each other tailored feedback through deliberate practice of giving instructions and other classroom routines.

The leader hopes this will also support teachers to utilise this approach in the classroom to benefit pupil learning. The leader also plans to circulate during the session to ensure that she is able to address misconceptions directly, support teachers in practice and gather data that might inform the next steps in training.

*Question:*

Taking into account what you have learned on this course:

a) What might be effective about this leader’s decision making?

b) What suggestions do you have that might enable them to make more effective decisions next time?

**Task:** Take notes while the facilitator models how to respond to the first scenario.

|  |  |
| --- | --- |
| Module principle | Response/suggestion |
| **Adherent** |  |
| **Active ingredient focused**  |  |
| **Professionally sceptical**  |  |
| **Context-sensitive** |  |
| **Tailored**  |  |
| **Practise what you preach**  |  |
| **Other notes:** |

**Questions and reflections**

 Questions and reflections on –​

* The way I applied the principles to the scenario.​
* The content covered in the scenario.

Notes:

**We do**

**Read and analyse**

**Task:** Read the scenario.

**Note:**

* First and foremost, we will use the module principles stated to analyse the scenario. However, you may also think of other concepts and principles covered in the NPQ programme as well as your wider knowledge that can also be applied to this scenario. This thinking is valuable to do after applying the module principles.

**Module principles for scenario 2**

The module principles you need to have in mind as you read this scenario are below. They are the same as for scenario 1:

|  |  |
| --- | --- |
| Module(s) | Module principles |
| Developing teaching  | **Adherent:** aligns with statutory requirements, relevant standards or frameworks |
| **Tailored:** adjusting your approach to the expertise and needs of individual teachers |
| Theory of Change | **Professionally sceptical**: achieve a balance between open-mindedness towards, and rigorous scrutiny of, new ideas  |
| Simple Model of Memory 2.0; Developing teaching | **Practise what you preach**: use the evidence-informed strategies that support pupil learning with teachers when training them |
| **Active ingredient focused**: approaches should be implemented with fidelity and specify the elements which appear critical to their success and where there is scope for adaptation |
| All modules in this course | **Context-sensitive:** aware that ‘nothing works everywhere, and everything works somewhere’  |

**Scenario 2**

The induction coordinator at a large secondary school is planning to deliver training to the fourteen early career teachers at his school. At the start of the academic year, the senior leadership team chose to use the ‘Core Induction Programme’ for the Early Career Framework, meaning that the school uses the freely available resources on the Department for Education (DfE) website to support the design of the professional development for early career teachers. This helps his school to ensure that the content is aligned to the framework as the materials have gone through extensive quality assurance by both the DfE and the Education Endowment Foundation (EEF).

The coordinator wants to design a training session for early career teachers on addressing pupil misconceptions. He knows that the training needs to be sensitive to the differences in subjects and contexts that the teachers are working in. This is true for the potential curriculum differences in subject (for example, how topics in history might be more loosely related than other subjects) as well as other reasons intrinsic to the subject pedagogy (some more practical subjects like PE might find it difficult to use PowerPoint slides in *every* lesson). Therefore, he needs to ensure that his training and the messaging within the training provides ample opportunity for contextualisation.

He also knows that several trainees have had conversations with their mentors about Rosenshine’s ‘Principles of Instruction’ (2012) as part of their induction to the Early Career Framework. Rosenshine’s ‘Principles of Instruction’ are research-based principles of instruction, with provided suggestions for classroom practice. The coordinator decides to make connections with Rosenshine’s principles and the content of the training session, adjusting his questions to assume at least some prior knowledge.

Whilst it is helpful to build on teacher’s prior knowledge, he knows that he cannot just directly apply Rosenshine’s principles to the content of his training session but can instead make tentative links with the content. The coordinator also plans to address any limitations by making links to this research. For example, he understands that Rosenshine’s principles are not subject specific so wants to make sure that his teachers can scrutinise the recommendations that sit behind each of the principles by considering what may and may not work in their subject, content areas within subjects, phase or areas of learning and development.

To be sure that teachers are able to adapt the ideas in the session to their subject or class context, he plans to draw attention to the active ingredients that appear to be present from the literature. He will then introduce each of the active ingredients and share where teachers might be able to engage with further reading around each one.

During the session, he plans to divide teachers into small groups to collaboratively discuss the ways in which they might gather information about what pupils understand and ways they address these misconceptions. The leader asks teachers to use flipchart paper to record ideas and emphasises the need for teachers to be specific about which subject/content they might be referring to; for example, some subjects might use observations frequently (for example, in Design & Technology, a teacher will observe pupils’ cooking) to check for understanding. Following some time writing their ideas, all groups will then present back to the rest of the group their strategies.

In order to further allow for teachers to contextualise their learning, each of the teachers will be asked to select one thing that they might do as a result of the session. The coordinator hopes that this method allows all teachers to leave with something that will be suitable to their context.

**Task:** Respond to the following questions independently.

*Questions:*

Taking into account what you have learned on this course:

a) What might be effective about this leader’s decision making?

b) What suggestions do you have that might enable them to make more effective decisions next time?

2. How have you used, or how do you anticipate using, one or more module principles in your decision making?

|  |  |
| --- | --- |
| Module principle | Response/suggestion |
| **Adherent** |  |
| **Active ingredient focused**  |  |
| **Professionally sceptical**  |  |
| **Context-sensitive** |  |
| **Tailored**  |  |
| **Practise what you preach**  |  |
| **Other notes:** |

**Task: share in pairs.**

Notes:

**Task: share with the group.**

Notes:

**Reflect and record**

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 2.

Notes:

**Next steps**

* Study/application modules on Steplab.​
* Prioritise your select tasks.​
* Know when your next clinic takes place.​
* Any questions?

Record your next steps:

**References**

Deans for Impact (2016). Practice with Purpose. Austin, TX: Deans for Impact. [Online] Accessible from: <https://deansforimpact.org/wp-content/uploads/2016/12/Practice-with-Purpose_FOR-PRINT_113016.pdf>

Department for Education (2016). Standard for teachers’ professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers. [Online] Accessible from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf>

Department for Education. (2019). Early Career Framework. [Online] Accessible from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf>

Rosenshine, B. (2012) Principles of Instruction: Researched-Based Strategies that all Teachers should know. American Educator, 36 (1), p.12-39.