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**PGCE Primary**

**Inclusion**

**Intensive Training & Practice**

ITAP Principles

All York St John Partnership Intensive Training and Practice Placements:

* are well designed and purposeful experiences centred on core areas of practice;
* are aligned to the overall design of the York St John curriculum (which includes the Core Content Framework);
* focus on foundational and pivotal concepts where close attention to content, critical analysis, application and feedback are required;
* specific to the subject and phase being taught;
* be co-constructed to ensure seamless links between both university and school settings and evidence-based theory and practice;
* involve meaningful and dialogic discussion;
* include taught content, structured observation, critical analysis and reflection, opportunities for practice, feedback and support from experts;
* informed by relevant and up to date research and evidence of best practice;
* be manageable, affordable and deliverable.

Approach to Learning

We have taken account of Grossman’s (2009) work on pedagogies of enactment in our design of the York St John ITAPs. These involve identifying high leverage, core practices that: occur with high frequency in teaching; can be enacted by novices and thereby be mastered; support understanding of teaching and learning; have the potential to improve student teacher performance and address teaching as a complex task (Grossman, Hammerness and McDonald, 2009). These practices are contextualised within ‘lower-stakes, supportive settings where they can receive feedback’ offering ‘opportunities to try out parts of teaching’ (Teaching Works Resource Library, no date).

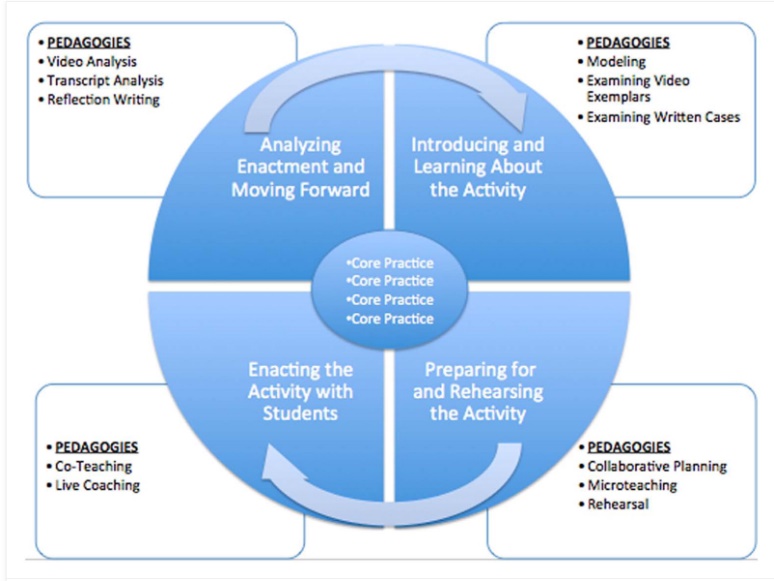
High- Leverage Practices include four related dimensions, all of which we have included in our ITAP design.

Figure (McDonald, Kazemi and Kavanagh, 2013)

**Introduce:** lectures, workshops, reading etc.

**Analyse**: expert observation, deconstruction activities, modelling etc.

**Prepare:** low stakes practice, rehearsal, case study/scenario work, role play, supported activities, collaborative planning /teaching activities, feedback etc.

**Assess:** lesson observations, feedback, reflective tasks, target setting etc.

As such, ITAPS allow for decomposition, representation, approximation and re-composition (Janssen, Grossman and Westbroek, 2015)

References

Grossman, P., Hammerness, K. and McDonald, M. (2009) ‘Redefining teaching, re‐imagining teacher education’, *Teachers and Teaching*, 15(2), pp. 273–289. Available at: https://doi.org/10.1080/13540600902875340.

Janssen, F., Grossman, P. and Westbroek, H. (2015) ‘Facilitating decomposition and recomposition in practice-based teacher education: The power of modularity’, *Teaching and Teacher Education*, 51, pp. 137–146. Available at: https://doi.org/10.1016/j.tate.2015.06.009.

McDonald, M., Kazemi, E. and Kavanagh, S.S. (2013) ‘Core Practices and Pedagogies of Teacher Education: A Call for a Common Language and Collective Activity’, *Journal of Teacher Education*, 64(5), pp. 378–386. Available at: https://doi.org/10.1177/0022487113493807.

Teaching Works Resource Library (no date) ‘Using Approximations to Practice Practice – TeachingWorks Resource Library’. Available at: https://library.teachingworks.org/curriculum-resources/pedagogies/using-approximations-to-practice-practice/ (Accessed: 20 April 2023).

## Developing inclusion ITAP

This Intensive Training and Practice Placement is focused on the breadth of diversity but has a particular focus on how modelling is used to support the needs of children who have **SEND & EAL.**

|  |
| --- |
| **Overarching Theme: Making adaptations to support children with additional needs** |
| The **foundational** and **pivotal** **concepts** covered in this ITAP are:  Plan for additional learning needs and adapt teaching to support progress through:   * gaining experience and understanding of the diverse nature of primary schools with regards to different children’s needs; * gaining secure understanding of how modelling is used by expert colleagues to support learning for those children with additional needs |

**How does this Intensive Training and Practice Placement fit into the curriculum?**

|  |  |  |
| --- | --- | --- |
| **Inclusion ITAP** | | |
| **Links to the School Experience Formative Assessment Continuum** | Expected for SE2:   * I break content down into smaller steps and try to minimise cognitive load through logical sequencing. * Most of my outcomes have high expectations and rigour, and important learning in the discipline. They are connected to a sequence of learning. * I am aware of students’ cultural heritages and incorporate this knowledge in lesson planning. * I confidently use open questioning as a strategy e.g., to address misconceptions and foster curiosity and break down problems. * I am aware of resources to enhance content and pedagogical knowledge available throughout the school and can obtain resources from other sources * My materials and resources are suitable for pupils, support the instructional outcomes, and engage the pupils in meaningful learning | Expected for SE3:   * All my outcomes have high expectations and rigour and important learning in the discipline; my outcomes are connected to sequence of learning in the discipline. * I am well informed about students’ cultural heritages and incorporates this knowledge in lesson planning. * I plan for opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding and extend their vocabulary and also to identify misconceptions. * All of my materials and resources are suitable for pupils, fully support the instructional outcomes, and are designed to engage pupils in meaningful learning. |
| **Links to York St John Curriculum Themes** | Being a professional; creative and critical thinking and reflection; relationships and partnerships;  research engaged. | |
| **Links to the Core Content Framework** | Learn That:  CCF 4: 2,3,4,6,7  CCF 5: 1,2 | Learn How To:  CCF4: 1,2,3,4  CCF 5: 1,3 |

**How does this Intensive Training and Practice Placement fit into the sequence of learning?**

|  |  |  |
| --- | --- | --- |
| **Inclusion ITAP** | | |
| Pre ITAP-Related Learning | ITAP Foundational Concepts | Post ITAP Related Learning |
| Prior to the ITAP, the programme has covered:   * Understanding the needs of EAL learners * Introduction tier vocabulary, BICS and CALPS. * Understanding the SEND Code of Practice and the role of the SENCo * Training covering a range of subject specific modelling strategies, e.g., whole class/guided writing in English * SE1 will have provided opportunities to plan for and teach children with additional needs, shadow experienced colleagues and work with school SENDCo | Plan for additional learning needs and adapt teaching to support progress through:   * gaining experience and understanding the diverse nature of primary schools with regards to different children’s needs; * gaining secure understanding of how modelling is used by expert colleagues to support learning for those children with additional needs | After the ITAP, the programme will cover:   * SE2 – planning, teaching and assessing children with additional needs * Additional training on adaptive practice prior to SE3 * SE3 - planning, teaching and assessing children with additional needs * SE3 school-based tasks |

**Outline of the ITAP**

This handbook outlines tasks to support your understanding of inclusion and how modelling is used as a strategy to support learning.

You should fully engage with the pre-placement reading to ensure you have a secure preliminary understanding. You should also reflect on the training and school experience provided throughout your programme. This will allow you to develop your current understanding and also allow you to apply this within the context of your own practice.

The intensive training and practice element is designed to give you feedback on the identified foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas.

It has been designed to include:

* delivery of carefully selected theoretical and practical content;
* structured demonstration/observation/deconstruction of teaching;
* critical analysis and reflection;
* expert modelling;
* preparation and practice;
* opportunities for expert feedback.

Before the ITAP:

Throughout your course you have attended module workshops to support you in adapting your practice to meet the needs of all children. This along with school experience will have given you a good foundation for an understanding of inclusion as well as a developing understanding a range of different needs. Please reflect on your experience so far, including prior training in SEND and inclusion and bring that experience to your focused training opportunity.

**Additional Reading:**

[Access the Diversity & Inclusion area on Moodle and investigate the range of resources and additional reading provided to develop your understanding of different groups and diverse needs.](https://moodle.yorksj.ac.uk/course/view.php?id=28445)

During the ITAP:

Throughout the intensive training and practice placement, you need to fully engage in university and school training. Please reflect on the issues surrounding inclusion and diversity and identify how practice can be adapted to meet the needs of all children. Pay close attention to how new concepts, language and learning is modelled by expert colleagues.

**Timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Introduce** | **Analyse** | **Analyse/Prepare** | **Prepare/ Analyse/ Assess** | **Assess** |
| **University-led inclusion conference.**  You will have the opportunity to participate in specialist-led workshops that focus on different aspects of inclusion and how expert colleagues use modelling to support learning. This will give you a greater understanding of the diverse nature of primary schools with regards to different children’s needs; | **School-based training.**  You will engage in school-led training that deconstructs how expert colleagues use modelling to support learning for children with diverse needs. You will analyse the use of resources and worked examples and receive training in the modelling of language and vocabulary. | **SEND Setting-based training**  You will observe a child who has SEND needs and complete the pupil profiling proforma.  You will observe a lesson and analyse the explicit use of modelling and consider the impact of this strategy on learning.  Analyse observed practice and identify examples of quality first teaching | **EAL setting-based training**  Observe a lesson and highlight the use of specific language and vocabulary development.  Focused discussion with expert colleagues to analyse the modelling of language and how this supports children with EAL.  Plan and prepare micro-teach activity | **EAL setting based training:**  Undertake micro-teach activity with a group of children who have EAL. Reflect on the experience and engage in feedback from expert colleague.  Return to training base and reflect on what has been learnt across the IT&P period. Set targets for own practice |
| **Hours: 6** | **Hours: 5** | **Hours: 5** | **Hours: 5** | **Hours: 5** |
| **Expert input:**  Throughout the day, you will engage in dialogue with expert colleagues to developer a deeper understanding of the diverse needs of specific groups of children and how modelling can be used to support these children. | **Expert input:**  Throughout the day, you will have opportunities to engage in dialogue with experienced colleagues to develop a deeper understanding of how modelling is used to meet the needs of individual children. | **1 hour expert input focus:**  Discuss findings from the pupil profiling task and highlight resources/modelling strategies are in place to support this child. Deconstruct modelling strategies observed in the lesson and guide student teachers to make the link to quality first teaching EYFS colleagues to feedback on observations in setting. | **1 hour expert input focus:**  Offer feedback on the observed modelling of vocabulary and how this supports children with EAL.  Check planning for teaching activity and provide feedback to support lesson. | **1 hour expert input focus:**  Provide feedback on observed lesson and set appropriate targets relating to the modelling of new vocabulary.  Training based staff support student teachers in reflection and target setting. |
| **Learning outcomes for student**  Students will have learned:  Knowledge – the range of needs for specific groups of children  Understanding – how modelling can support these needs  Skills – how to apply specific modelling strategies | **Learning outcomes for student**  Students will have learned:  Knowledge – A range of strategies to support children with SEND and EAL  Understanding – how to apply these modelling strategies  Skills – how to evaluate the effectiveness of strategies. | **Learning outcomes for student**  Students will have learned:  Knowledge – develop a deeper understanding of specific SEND needs  Understanding – how modelling can be used in the classroom to support needs  Skills – to be able to target strategies to specific children | **Learning outcomes for student**  Students will have learned:  Knowledge – know the range of language needs for children with EAL  Understanding – how teachers model language and vocabulary  Skills – to plan to meet the language needs | **Learning outcomes**  **for student**  Students will have learned:  Knowledge – how to model new language  Understanding – how to adapt teaching to meet the language needs  Skills- how to reflect and set own targets |

During your school-based training, please take every opportunity to engage in professional discussion with specialist staff as well as completing the following tasks.

|  |  |  |
| --- | --- | --- |
| **Focus** | **Key Questions** | **Possible expert colleagues to talk to** |
| EAL | How does the teacher adapt their practice within your subject to ensure that children with EAL can learn and make progress? How is new language and vocabulary introduced and modelled to support independent use? | Class teacher(s), senior leader(s), SENCo, EAL lead (if the school has one) |
| Specialist/alternative Provision Schools | Compared to your experience in mainstream schools, how is teaching across a range of curriculum subjects adapted to meet the needs of learners? How is modelling used to support new concepts and language? | Class teacher(s), senior leader(s) |
| SEND provision in mainstream schools | How does the teacher adapt their practice and model to ensure that children with SEND can learn and make progress? Is modelling central to the school’s policy for SEND provision and how is this monitored? | Class teacher(s), SENCo |

**Checklist of good Practice**

To support your understanding of good practice, the following checklist could be used to support your observations.

* High expectations and quality first teaching for all pupils regardless of need
* Diagnostic assessment is utilised to identify needs
* Learning is carefully adapted to meet needs
* Evidence of personal intervention
* Appropriate use of modelling and explanation
* Appropriate pace
* Pupils take responsibility for own learning and are supporting to do so
* Additional adults are deployed to maximise learning and increase independence
* Effective engagement with parents
* Pupil voice is valued
* Children are motivated to learn
* Provision is well-resourced, organised and fully utilised
* Good models of language use are used to support development

**Placement based tasks**

Placement tasks have been developed to give you opportunities to observe and deconstruct effective practice in specific settings. Once you have had the opportunity to observe and analyse effective practice in modelling, you will be supported by an experienced colleague to co-construct apply what you have learnt. You will then have opportunities to practise and receive feedback on your use of modelling and how this impacted on the learning for those children with additional needs. This is followed by a period of reflection to consider implications for further training and practice.

Modelling is a form of scaffolding that reduces cognitive load and therefore increases the likelihood of committing learning to long term memory. It can help pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. Modelling reduces the complexity of tasks by breaking down learning step by step. By narrating the learning process during modelling, direct instruction takes place, learning becomes explicit, and distractions are reduced.

**During this week, reflect on and give details of any specific examples where modelling is used to:**

* **explain;**
* **instruct;**
* **highlight potential pitfalls;**
* **retrieve or make connections to prior learning;**
* **ask questions;**
* **use worked concrete examples (complete and incomplete);**
* **demonstrate a particular technique or resource.**

SEND Task 1: Pupil Profiling (Analyse)

Focus on one child with SEND. Complete the ‘at glance’ pupil profile below and then reflect on the implications for future practice I.e., what would be their next steps? Consider how these needs will be support through your modelling in future lessons?

Discuss your findings with an expert colleague (SENCo) and investigate what provision and resources are already in place to meet this child’s needs.

|  |  |  |
| --- | --- | --- |
| **Pupil’s strengths** | **Needs/Concerns (the four areas of learning)** | |
|  | **COGNITION & LEARNING** | **COMMUNICATION & INTERACTION** |
| **SOCIAL, EMOTIONAL & MENTAL HEALTH** | **SENSORY, PHYSICAL, MEDICAL** |
| **Modelling: Consider strategies you might use to adapt your modelling to support this child in their learning.** | | |

**SEND Task 2: Lesson Observations (Analyse)**

Observe lessons and reflect on the adaptations/ reasonable adjustments made to support the observed child. How does the expert colleague model new learning for those children with additional needs? What specific modelling strategies are used, e.g., worked examples, introduction of new language/vocabulary, concrete resources?

Use the following proforma to support your lesson observations but do adapt this proforma to match the context of the setting. Observe as many lessons as you can during your time and then reflect on areas to include in your own practice.  *Further details of this task (part B) are listed below.*

**Part A**

|  |
| --- |
| **Name of School:** |
| **Year group/class:** |
| **Context of class (number of children, number of staff, range of ages and need):** |
| **Lesson objective:** |
| **Examples of modelling:** |
| **Examples of reasonable adjustments made (see QFT map below to consider this):** |
| **Opportunities for independent learning/application:** |
| **How are children supported? (staff/resources)** |
| **Times observation (what are the children/staff doing in ten-minute intervals)**  **Start:**  **10 mins:**  **20 mins:**  **30 mins:** |
| **Reflection: (What have I learnt? What will I include in my practice?)** |

**Part B (Analyse)**

Now use the Quality First Teaching (QFT) provision map to reflect on what you have seen in practice. Highlight/ annotate the provision map and make notes below. Although this offers examples of good inclusive practice, pay close attention to the use of modelling specifically (see page 8 for specific examples).

|  |  |
| --- | --- |
| **Quality First Teaching**  ***Basic entitlement:******Accessed by ALL on a DAILY basis as part of quality provision – integrated as part of the established culture of inclusion and shared by all.***   * ***Classroom Management Techniques:*** *Behaviour, incentives, participation, group work* * ***Across the Curriculum:*** *At all times, in all subjects to support all learners* * ***Teaching Styles and Approaches:*** *Adaptive teaching matched to learners’ needs* * ***Access Strategies in groups:*** *Group support provided by Teacher / Support Staff and tailored to need* | |
| **Environment – think of this as ‘VISIBLE INCLUSION’**     * **Pupil ownership:** What do they want in their classroom? What should it look / sound / feel / smell like? * **Seating arrangements:** Access, safety, proximity to teacher / board, space for staff, proximity to displays, groupings, peer support, consideration of placement to reduce anxiety etc. * **Use of ICT-e.g., SMARTBOARD: Sensitive to sensory needs and ‘overload’ of ICT based learning…**   (Dyslexia Friendly Approach: Coloured backgrounds/ use of hidden sections / reveal etc)   * **Autism friendly Displays and working areas:** No Clutter Classrooms – see images * **Differentiated Questioning:** How /Why Display boards, Question Keyrings, use of peers, support etc. * **Allow TIME for processing, questions and responses:** adapt to pupil and context * **VAK provision and opportunities:** e.g.,*Hands on resources, visual supports such as timetables etc. adapted as needed* * **Learning Walls / Displays:** clear, well-organised and current – NOT WALLPAPER! * **Interactive learning areas:** opportunities to apply learning in different context. Free access. | |
| **Cognitive and Learning**    **Basic Skills Reinforcement**   * Opportunities for rehearsal, drafting and perfecting * Targeted / Guided teaching in groups * Booster provision for RWM / Handwriting etc.     **Developing mental strategies**   * Creative problem-solving opportunities * Enquiry and investigation * Specific schemes / resources tailored to need /group     **Pupil Resources**   * 100 squares/Table Grids/Number Lines * Word Lists /Vocabulary/Word/Spelling banks * Help Books (Spelling, dictionaries etc) * Writing Scaffolds e.g., phoneme frames * Subject specific support e.g., vocab cards / mats | **Communication and Interaction**    **Speaking and Listening activities**   * Circle time * Friendship systems / buddies etc. * Role models * Talk Partners * Mixed Ability Groupings/Pairs * Peer support – sharing ideas etc. * Writing Partners (scribe / support) * Snowballing     **Autism Friendly Classroom**   * Visual support * Sensory sensitive: ‘Less noise’ * Attention to ‘sensory diet’ of pupils (see P&S) * Sensory breaks / breakout space * Seating Arrangements * Quiet working area/Concentration Table |
| **Social, Emotional and Mental Health Needs**    **Social / relationship support**   * Peer talk – allocated peer support * Talking partners * PSHE – focus on relationships, friendships, SRE     **Emotional Literacy**   * Displays – e.g., zones of regulation, worry monsters * ‘It’s OK not to be OK’ * Open door / Check ins for daily support * Registration / chats – how are you really feeling? * PSHE: understanding self and others     **Safety**   * Staying safe online: e.g., social media, footprint * SRE: e.g., NSPCC ‘pants’ campaign * Risk and management of risk * Healthy and safe choices * Assertiveness: just ‘say no’     **Mental and emotional health**   * Sport and outdoors – Nature connectedness, ecotherapy * Open dialogue - focus on feelings * Creative therapies (art / music / drama) * Integration of specific therapies into mainstream curriculum     **Behaviour management**   * **Restorative practice** Positive behaviour management strategies * Reward charts / house points / Class DOJO * Behaviour change communication | **Physical and Sensory**    **Specific adaptations (tailored to pupil need but used by everyone)**   * Visual impairments – PowerPoints, text, print, displays, workbooks, etc. * Hearing impairments – volume, background noise, use of ICT, group work etc. * Physical impairments – access, seating arrangements, height of board, ‘flow’ of room etc.     **Sensory adaptations**   * Sensory aware classroom and environment * Sensory Diets accounted for in classroom environment * ‘Brain Breaks’ / Sensory Break     **PE and movement**   * Integrated as part of the curriculum – movement is part of every lesson * Regular, structured PE lessons * If led by external – briefing and info sharing * Adapted for access for all * Daily movement opportunities – stay active * Active breaktimes * Daily mile * **Movement to** **learn:** different curriculum concepts taught through movement / dance and PE |

**Part C - Deconstructing good inclusive practice (Analyse)**

Reflect on your developing understanding of observed practice and consider which strategies you will adopt in your future practice. Speak to an expert colleague to gain further confidence and identify your own starting points in relation to modelling and how these strategies can support children with additional needs.

**Additional EYFS Task (Analyse)**

For those student teachers who are placed within an EYFS setting for their intensive placement, it is vitally important to evaluate how the setting uses both provision areas and the wider learning environment to support those children with SEND.

Use the below proforma to identify how specific of modelling in EYFS practice that support children with additional needs.

|  |  |
| --- | --- |
| Setting: | Context of Setting: |
| How does the setting utilise continuous provision to support SEND? Pay close attention to the use of resources and how key workers model expectations. | |
| How is the outdoor space specifically organised to promote inclusion and offer opportunities for modelling? | |
| How are those children with additional needs supported in their self-regulation? How are these behaviours modelling by key workers? | |
| How is the key person utilised to cater for individual needs? | |
| Consider links to home. How does the setting reach out to parents? How are parents supported during transitional periods? Are key language expectations shared with parents and are these modelled by all adults? | |
| How does the setting use the [progress check at 2](https://www.gov.uk/government/publications/progress-check-at-age-2) to support practice for individual children?   * Are resources adapted? * Is language repeatedly modelled? | |
| Any additional observations? | |

**EAL Focus**

Do remember that children who have English as an additional language will demonstrate different levels of proficiency. The Bell Foundation outlines these levels as follows:

* new to English
* early acquisition
* developing competence
* competent
* fluent

Children may be presenting as being competent language users, but this does not mean they do not have specific needs or barriers to future learning. You should pay close attention to the concept of tiered vocabulary and how this can impact on those children who may be presenting as competent language users. Remember that vocabulary expectations may become a barrier to learning.

* Tier 1 – high frequency in spoken language
* Tier 2 – high frequency in written texts
* Tier 3 – subject specific or academic language

**EAL Task 1: Vocabulary Development (Analyse)**

During lesson observations pay close attention to how experienced practitioners model and scaffold tiered vocabulary for specific children. Consider the child’s level of proficiency and observe how this is matched to the introduction of new language.

|  |  |
| --- | --- |
| Level of Vocabulary | Examples how new vocabulary is scaffolded and modelled |
| Tier 1 Vocabulary |  |
| Tier 2 Vocabulary |  |
| Tier 3 Vocabulary |  |

**EAL Task 2: Discussions with practitioners (Analyse)**

Use your time in school effectively to question experienced practitioners and include notes and reflections within this document. The following are suggestions for you to investigate. How does the school/practitioner use modelling to support:

* a child who has recently arrived at school who has no English;
* asylum seekers and refugees – what information is known about their backgrounds? What is the impact of language acquisition on their SEMH needs?
* the active involvement of parents who may have very little English;
* celebrating diversity and acknowledging the child’s first language and culture – how do they make use of a wide range of teaching resources;
* training staff and sharing excellent practice;

Reflect on your investigations and consider how this information will feed into your teaching task.

|  |  |
| --- | --- |
| **Notes following discussion and reflection** |  |

**Modelling Task 3: (Practise – to be undertaken in any context during the week)**

Within a lesson and under direction of the class teacher/expert colleague, support a group of children as part of the teacher’s lesson. Use what you have learnt from the previous ‘analysis tasks’ and practise your modelling skills. Carefully consider the needs of the children you are working alongside and provide opportunities to;

* + explain;
  + instruct;
  + highlight potential pitfalls;
  + retrieve or make connections to prior learning;
  + ask questions;
  + use worked concrete examples (complete and incomplete);
  + demonstrate a particular technique or resource.

**Teaching Task: (Practise/Prepare)**

The following teaching activity can be undertaken with a small group of children who have specific SEND needs or English as an additional language. You may complete this task in any setting provided you have completed all relevant analysis and practise tasks. You may wish to teach in more than one setting but do ensure you are fully prepared and informed.

Independently or in pairs, plan a short half-hour story driven activity. You could share a text/extract, poem or picture book with a small group of children. Give careful consideration to any new language/vocabulary contained within the text and plan to both model and explain any new vocabulary and comprehension. You may choose to read the text to the children or support independent reading of the text. This choice should be driven by the context of your group and their current level of decoding ability/phonic phase. Please share your planning with an experienced colleague before teaching to ensure you receive feedback. Please ask for further feedback at the end of the observed lesson.

Your short activity should include opportunities for children to demonstrates they understand any new language. This will allow you to evaluate the effectiveness of your modelling and the impact this has had on language development.

**Teaching Task Planning Proforma**

|  |  |
| --- | --- |
| **School/Setting:** | **Number of children:** |
| **Outline specific language needs/level of proficiency:** | |
| **Selected text & learning objective:** | |
| **Success Criteria:** | |
| **Pre-learning (outline any vocabulary that may be new to the children):** | |
| **Teaching of the text:** | |
| **Key Questions:** | |
| **Activity:** | |
| **Plenary (highlight key vocabulary learning)** | |
| **Assessment:** | |
| **Feedback from expert colleague (please ensure feedback is received before teaching)** | |

**Task 5: Feedback and targets (Reflect)**

How did modelling impact on learning e.g., did it break down complex concepts, identify pitfalls and demonstrate how to overcome these and narrate learning processes?

Consider the following to inform your next steps.

* How do your observations link to your pre-task reading and research?
* What are the implications for you practice as a student teacher?
* How will this inform the feedback you seek in your next appraisal?
* How does this learning link to the Assessment Continuum and further targets?

Please discuss your progress with the expert who observed your lesson and co-construct targets that will inform future practice.

|  |  |  |
| --- | --- | --- |
|  | SMART Targets: | Strategies to support targets: |
| Modelling |  |  |
| SEND/EAL focused target |  |  |

Following the ITAP (Reflect)

**Disseminating what you have discovered**

Once you return to university or alliance, there will be opportunities for you to share your experience and examples of children’s work. Please reflect on the intensive placement and note any key messages being shared by other members of the group. Please do share examples of good practice and consider the implication for you own practice.

|  |  |
| --- | --- |
| **Key messages emerging** |  |
| **What are the implications for your own practice?** |  |
| **What are your future development points?** |  |
| **What strategies can you implement to support your further development?** |  |

Additional Reading:

Baker, C., (2011) *Foundations of bilingual education and bilingualism,*Bristol: Multilingual Matters​

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Conteh, J., (2019) *The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools,*Learning Matters/ Sage.​

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DfE (2023) Analysis of the consultation responses to the SEND review: right support, right place, right time. Available from <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139719/Independent_analysis_of_the_consultation_responses_to_the_SEND_review_right_support__right_place__right_time.pdf>

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Leung, C., (2001) *English as an additional language: language and literacy development,*Royston: UKRA​

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Strand, S & Hessel, A., (2018) *English as an additional language, proficiency in English and pupils’ educational achievement.*Available from <https://www.bell-foundation.org.uk/wp-content/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf>

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<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779031/2018_to_2019_School_Census_Guide_V1_7.pdf> ​

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<https://www.naldic.org.uk/research-and-information/eal-statistics/lang/> ​

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[The Bell Foundation](https://www.bell-foundation.org.uk/)

**Developing Inclusion IT&P - Mentor Briefing Sheet**

To be compliant with DfE requirements, all programmes of initial teacher education must include focused periods (Intensive Training & Practice/IT&Ps) that allow student teachers to gain an in-depth understanding of fundamental concepts. The aim of each IT&P period is to embed the core knowledge and skills of the focused concept and to allow student teachers the opportunity to analyse effective practice, apply taught knowledge and to practise the skills required. Throughout this period, student teachers must receive a minimum of one hour per day support from an experienced colleague or school-based mentor. This is to ensure that formative feedback is of the highest quality and supports the development of specific knowledge, understanding and skills. The dedicated one hour of support can be structured differently and could include 1-to-1 feedback, group feedback or direct group training.

The fundamental concept for this IT&P week is a focus on modelling and how this is used to support those children with specific needs. This should include children with SEND and EAL.

A timetable for the IT&P can be found in the handbook and this highlights the focus for each day, the intended learning outcomes and the focus for expert colleague/mentor feedback. All of the training provided and school-based tasks contained within the handbook have an explicit focus on modelling and this should be the focus for training and feedback given.

The outline below offers suggestions for your feedback and how your time can be used to support our student teachers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day | Day 1  Conference | Day 2  School-based training | Day 3  Setting-based training | Day 4  Setting based training | Day 5  Setting based training |
| Focus | Introduce | Analyse | Analyse/Prepare | Analyse/Prepare/  Assess | Assess |
| Support from expert colleague | Throughout the conference | Throughout the training | 1 hours of support from expert colleague | 1 hour support from expert colleague | 1 hour support from expert colleague |
| Possible support | Throughout the day, you will engage in dialogue with student teachers to developer a deeper understanding of the diverse needs of specific groups of children. | Throughout the day, you will have opportunities to engage in dialogue with student teachers to develop a deeper understanding of how modelling is used to meet the needs of individual children. | Discuss findings from the pupil profiling task with student teachers and highlight resources/modelling strategies that are in place to support this child. Deconstruct modelling strategies observed in the lesson and guide student teachers to make the link to quality first teaching. EYFS colleagues to feedback on observations in setting. | F Feedback on the observed modelling of vocabulary and how this supports children with EAL. Support student teachers to deconstruct observed teaching. Review planning for teaching activity and provide feedback to support lesson. | Provide feedback on observed lesson and set appropriate targets relating to the modelling of new vocabulary.  Training based staff support student teachers in reflection and target setting. |

The above is guidance to support your interactions with our student teachers and can be adapted to match the context of the setting and learning observed.