

Making Sense of Intensive Training and Practice ITAPs

Prof Des Hewitt

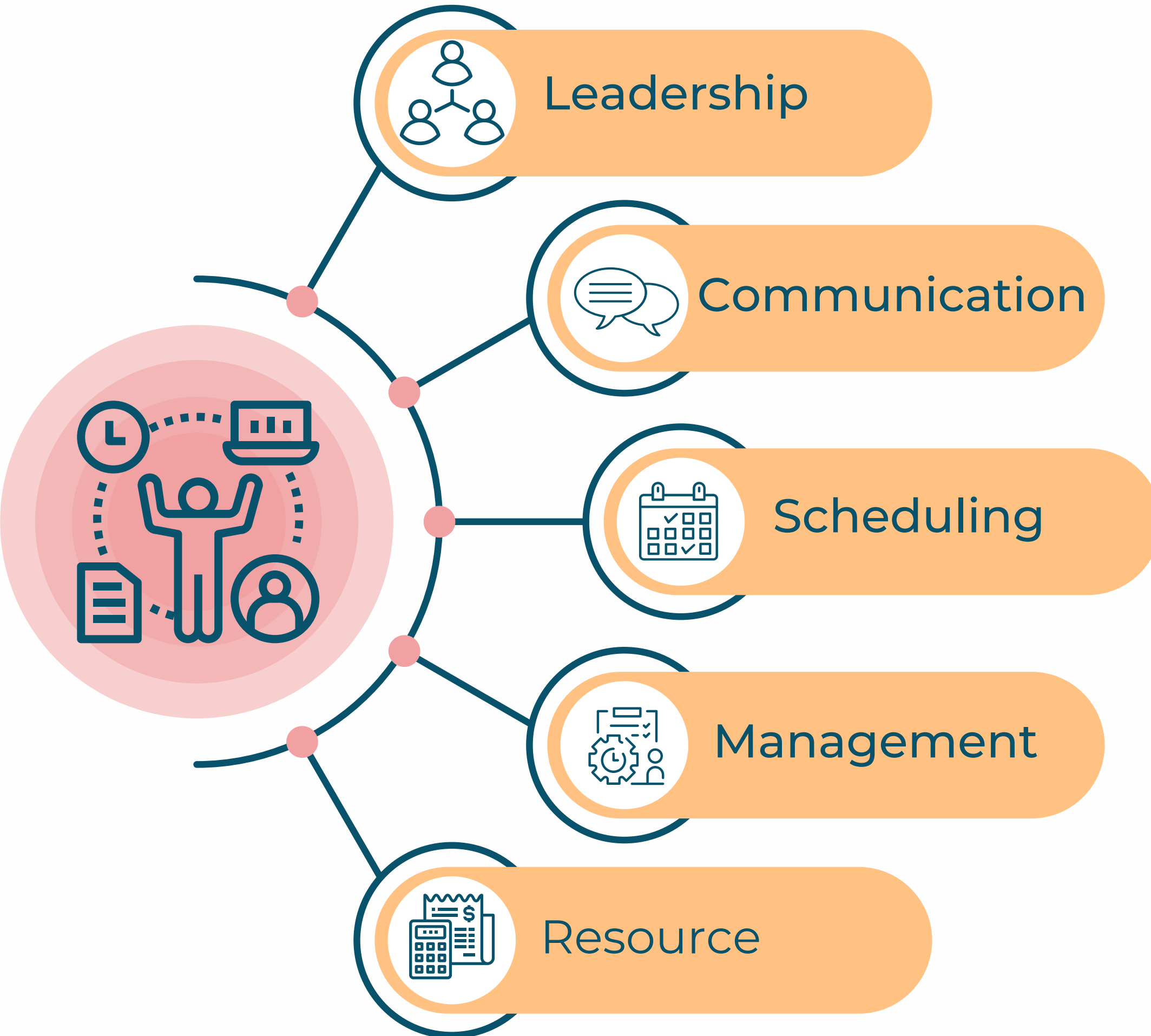
Centre for Teacher Education

University of Warwick

d.m.hewitt@warwick.ac.uk



ITAP Project Management



Year in advance planning

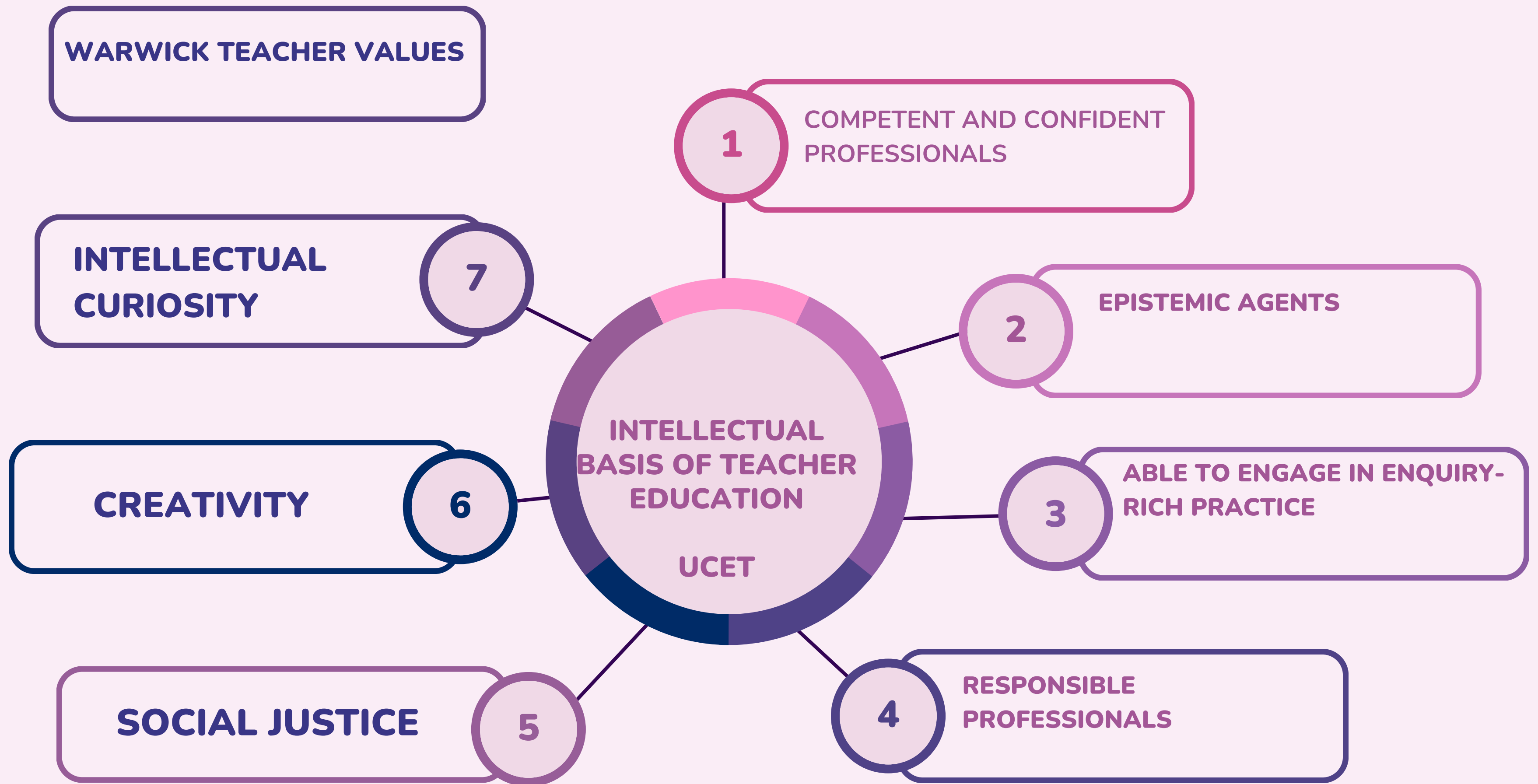
Consideration of co-created approach to delivery

Incorporating ITAP into a meaningful course experience

Comparison of Additional/ Alternative resource implications

Clear sense of principles/ values underpinning the ITAP

Ensuring sustainability



Connect, Choose, Grow

Pedagogical model

Des Hewitt

Based on the three key stages in self determination, organisational and motivational theory

Deci, E.L. and Ryan, R.M., 2012. Self-determination theory.

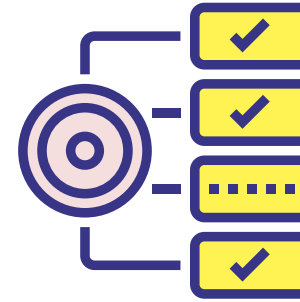
01



CONNECT

Warm up activity
Form team
Identify common interests/ needs
Establish resources / assets/ prior knowledge

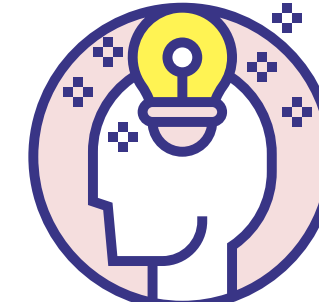
02



CHOOSE

Authentic activities
Watch models of good practice
Problematisé a given case
Analyse and plan solution

03



GROW

Implement, reflect, evaluate
validate progress

04



ESTABLISH

Purpose
Motivation
Relateability

05



ENGAGE WITH AUTHENTIC ACTIVITY

Problematisé a given case
Analyse and plan solution
Implement, reflect, evaluate

06



DISSEMINATE

Publish
Share with others
Digital footprint

DFE REQUIREMENT QUALITY REQUIREMENTS SEPTEMBER 2024

INTENSIVE TRAINING AND PRACTICE THE INTENSIVE TRAINING AND PRACTICE ELEMENT IS DESIGNED TO GIVE TRAINEES FEEDBACK ON 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. INTENSIVE TRAINING AND PRACTICE SHOULD ALSO BUILD POWERFULLY THE LINK BETWEEN EVIDENCE-BASED THEORY AND PRACTICE. THIS MEANS THAT INTENSIVE TRAINING AND PRACTICE WILL NEED TO BE LED AND SUPPORTED BY AN APPROPRIATE RANGE OF EXPERTS. BECAUSE THE MAIN AIM IS TO STRENGTHEN THE LINK BETWEEN EVIDENCE AND CLASSROOM PRACTICE, SOME ELEMENTS OF INTENSIVE TRAINING AND PRACTICE WILL NEED TO TAKE PLACE IN A SCHOOL ENVIRONMENT, BUT IT MAY ALSO INCLUDE THE USE OF APPROXIMATIONS OF PRACTICE AND/OR ELEMENTS DELIVERED DIRECTLY BY THE ITT INSTITUTION OR VIRTUALLY, IF HELPFUL OR NECESSARY.

INTENSIVE TRAINING AND PRACTICE WOULD TYPICALLY INVOLVE GROUPS OF TRAINEES, BUT PROVIDERS MAY CHOOSE TO RUN THEM IN SMALLER GROUPS OR EVEN INDIVIDUALLY IF A GROUP EXPERIENCE IS NOT POSSIBLE. THESE PLACEMENTS MAY TAKE PLACE IN ONE OF THE 2 GENERAL PLACEMENT SCHOOLS WHERE A TRAINEE IS LOCATED (THOUGH IT MUST BE ADDITIONAL TO THE GENERAL PLACEMENT ITSELF), AS LONG AS THAT IS APPROPRIATE TO THE CURRICULAR INTENT OF INTENSIVE TRAINING AND PRACTICE.

SCHOOLS SUPPORTING INTENSIVE TRAINING AND PRACTICE SHOULD OFFER A SUFFICIENT RANGE OF STRENGTHS TO SUPPORT THE DELIVERY OF STRONGLY CURRICULUM-ALIGNED PRACTICE. IN MANY CASES THEY WILL BE AMONG THE PROVIDER'S LEAD PARTNERS.

WE WOULD EXPECT TO SEE THESE SAME OPPORTUNITIES IN GENERAL TEACHING PRACTICE PLACEMENTS, DURING WHICH TRAINEES SPEND SIGNIFICANT TIME WORKING WITH SPECIFIED CLASSES OR TEACHERS. HOWEVER, INTENSIVE TRAINING AND PRACTICE IS DIFFERENT FROM GENERAL TEACHING PRACTICE PLACEMENTS, AS THE CRITICAL ELEMENT IS THE INTENSE FOCUS ON SPECIFIC PIVOTAL AREAS, FOR EXAMPLE, SETTING UP BEHAVIOUR ROUTINES, SUBJECT-SPECIFIC FOCUS, OR EFFECTIVE INTERVENTIONS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES. AS SUCH, THE INTENSIVE TRAINING AND PRACTICE ELEMENT IS ADDITIONAL TO THE 24 WEEKS SPENT ON GENERAL SCHOOL PLACEMENTS.

AS A MINIMUM, INTENSIVE TRAINING AND PRACTICE WILL CONSIST OF:

- DELIVERY OF CAREFULLY SELECTED PIVOTAL OR FOUNDATIONAL ASPECTS OF THE PLANNED TRAINING CURRICULUM. THESE WILL BE IDENTIFIED IN THE OVERALL DESIGN OF THE CURRICULUM. MANY ARE LIKELY TO RELATE TO THE CCF AND, WHERE POSSIBLE, WILL BE SPECIFIC TO THE SUBJECT AND PHASE BEING TAUGHT
 - STRUCTURED OBSERVATION OF SELECTED TEACHING SEQUENCES WITH THOSE ASPECTS UNDER FOCUS 27
 - CRITICAL ANALYSIS OF OBSERVED TEACHING, INCLUDING TEACHING MATERIALS USED, GUIDED BY AN EXPERT, WITH A FOCUS ON IDENTIFYING THE LINKS BETWEEN THEORY AND PRACTICE
 - PREPARATION AND PRACTICE DELIVERY OF THE IDENTIFIED ASPECTS OF THE TRAINING CURRICULUM, WITH EXPERT FEEDBACK AND OPPORTUNITIES TO REPEAT AND VARY THE PREPARATION AND DELIVERY FOR DIFFERENT CIRCUMSTANCES
- EXAMPLES OF OPPORTUNITIES ALLOWED BY INTENSIVE TRAINING AND PRACTICE INCLUDE:
- EXPERT THEORETICAL AND PRACTICAL INPUT BY TUTOR(S) AND/OR MENTOR(S) AND OTHER RELEVANT EXPERTS (IN SCHOOL OR IN THE ITT INSTITUTION)
 - CRITICAL ANALYSIS OF RELEVANT TEACHING MATERIALS (E.G., TEXTBOOKS) IN THE LIGHT OF THEORY AND EVIDENCE (IN SCHOOL, VIRTUALLY OR IN THE ITT INSTITUTION)
 - FOCUSED DEMONSTRATION/OBSERVATION/DECONSTRUCTION OF TEACHING (IN SCHOOL OR VIRTUALLY)
 - EXPERT MODELLING AND DECONSTRUCTION OF INDIVIDUAL COMPONENTS OF TEACHING PRACTICE (IN SCHOOL OR VIRTUALLY)
 - DELIBERATE PRACTICE BY TRAINEES (IN SCHOOL OR IN A REHEARSAL ENVIRONMENT)
 - LIVE CLASSROOM TEACHING PRACTICE (IN SCHOOL)
 - FOCUSED FEEDBACK AND OPPORTUNITIES TO PRACTISE FURTHER AND IMPROVE

THE DESIGN OF INTENSIVE TRAINING AND PRACTICE WILL REFLECT HOW TRAINEES LEARN EFFECTIVELY, FOR EXAMPLE, ENSURING HIGH-QUALITY INTERLEAVING OF DIFFERENT ELEMENTS, IMMEDIATE AND TARGETED FEEDBACK FOCUSED ON IMPROVEMENT, AND APPROPRIATE QUESTIONING TO ENSURE TRAINEES REMEMBER AND UNDERSTAND THE CONTENT. THE OUTCOMES OF INTENSIVE TRAINING AND PRACTICE FOR TRAINEES SHOULD INCLUDE A STRONG GRASP OF THE EVIDENCE BASE FOR THE AREA CONCERNED, WHICH THEY CAN ARTICULATE, JUSTIFY AND EXEMPLIFY, AND THE ABILITY TO IDENTIFY EFFECTIVE CLASSROOM DELIVERY AND TO PREPARE AND APPLY THOSE ASPECTS OF TEACHING CONFIDENTLY IN A RANGE OF CONTEXTS.

WHILE THE MINIMUM PERIOD FOR INTENSIVE TRAINING AND PRACTICE IS 4 WEEKS (20 DAYS) ACROSS THE TRAINING YEAR, THIS DOES NOT NEED TO BE DELIVERED AS ONE 4-WEEK BLOCK AND PROVIDERS MAY LOCATE SUCH PRACTICE AT SUITABLE PIVOTAL POINTS TO ENSURE MAXIMUM ADVANTAGE IS GAINED FOR TRAINEES' GROWTH IN KNOWLEDGE AND EXPERTISE.

PROVIDERS SHOULD SELECT 3 TO 5 FOCUS AREAS WHICH ARE CONSIDERED FOUNDATIONAL, AND MANY ARE LIKELY TO BE DRAWN FROM DIFFERENT AREAS OF THE CCF. PROVIDERS WHOSE TRAINEES' GEOGRAPHICAL DISTRIBUTION MAKES GROUP INTENSIVE TRAINING AND PRACTICE 28 ELEMENTS LOGISTICALLY DIFFICULT MUST PROPOSE WAYS OF DELIVERING THE INTENSIVE TRAINING AND PRACTICE ENTITLEMENT, FOR EXAMPLE, BY USING A COMBINATION OF VIRTUAL AND FACE-TO[1]FACE EXPERIENCES.

PROVIDERS OF SALARIED ROUTES WILL NEED TO CONSIDER THE MOST APPROPRIATE WAY FOR THEIR SALARIED TRAINEES TO COMPLETE THEIR INTENSIVE TRAINING AND PRACTICE ELEMENT, WHETHER IT FORMS PART OF THEIR MAIN SCHOOL PLACEMENT, REPLACES OR FORMS PART OF THEIR SECOND SCHOOL PLACEMENT OR ANOTHER INNOVATIVE SOLUTION



INTENSIVE TRAINING TIMELINE

DAY 1: 9.00-4.00

DAY 2: 9.00-4.00

DAY 3: 9.00-4.00

DAY 4: 9.00-4.00

DAY 5: 9.00-4.00

ALTERNATIVE MODELS:

ALL IN A WEEK : MON- FRI

ACROSS THE YEAR: DAY 1 & 2 AUT,
DAY 3& 4 SPR,
DAY 5 SUMMER

NAME: _____



INTENSIVE TRAINING DAY

9.00-10.30
LECTURE
COHORT [100-200]
F2F OR DIGITAL
DIGITAL: ASYNCHRONOUS OR SYNCHRONOUS

10.30-11.00
BREAK

11.00-12.30
WORKSHOP
GROUP [20-30]
F2F OR DIGITAL
DIGITAL: ASYNCHRONOUS OR SYNCHRONOUS

12.30-1.30
LUNCH

3.30-4.00
REFLECTION
INDIVIDUAL
DIGITAL: ASYNCHRONOUS
LINK TO PPU/ FLO

1.30-3.30
WORKSHOP
GROUP [20-30]
F2F OR DIGITAL
DIGITAL: ASYNCHRONOUS OR SYNCHRONOUS

EXEMPLAR





INTENSIVE TRAINING DAY

9.00-10.30
LECTURE
COHORT [100-200]
F2F OR DIGITAL
DIGITAL: ASYNCHRONOUS OR SYNCHRONOUS

10.30-11.00
BREAK

11.00-12.30
WORKSHOP
GROUP [20-30]
F2F OR DIGITAL
DIGITAL: ASYNCHRONOUS OR SYNCHRONOUS

12.30-1.30
LUNCH

3.30-4.00
REFLECTION
INDIVIDUAL
DIGITAL: ASYNCHRONOUS
LINK TO PPU/ FLO

1.30-3.30
WORKSHOP
GROUP [20-30]
F2F OR DIGITAL
DIGITAL: ASYNCHRONOUS OR SYNCHRONOUS

EXEMPLAR



Multilingualism/EAL

Across the year, 3 days
University/ delivery
partner + 2 days in
placement school

SEND/ Inclusion

Across the year, 3 days
University/ delivery
partner + 2 days in
placement school

Warwick Primary ITAPs

Behaviour

Early in term 1

In a week: 2/3 days
University Input then in
placement school

Phonics

Term 1

In a week: 2/3 days
University Input then in
placement school

EXEMPLIFICATION ONLY

DETAILS TO BE AGREED



INTENSIVE TRAINING WEEK

DAY 1: UNIVERSITY

- WHY FOCUS ON EAL?
- DEFINING EAL
- SUPERDIVERSITY
- EAL AND ATTAINMENT: VARIATION FACTORS
- POLICY
- AN INCLUSIVE PEDAGOGY OF EAL IN MULTILINGUAL CLASSROOMS

STUDENT APPLICATION: REPETITION AND PRACTICE

DAY 2: UNIVERSITY

- HOW LANGUAGE IS USED FOR LEARNING IN THE CLASSROOM.
- IDENTIFYING LANGUAGE DEMANDS AND INSTRUCTIONAL SUPPORTS.
- A FRAMEWORK FOR INTEGRATING CONTENT AND LANGUAGE DEVELOPMENT.

STUDENT APPLICATION: REPETITION AND PRACTICE

DAY 3: UNIVERSITY

- CONTEXTUAL INFORMATION ABOUT THE DEFINITION OF EAL AND WHY IT IS IMPORTANT TO CONSIDER LEARNERS WHO USE EAL.
- A BRIEF OVERVIEW OF WHAT LEARNERS CAN DO AT DIFFERENT LEVELS OF PROFICIENCY IN ENGLISH.
- INFORMATION ABOUT WHY IT IS IMPORTANT TO ASSESS PROFICIENCY IN ENGLISH.
- HOW TO CARRY OUT ASSESSMENTS FOR PUPILS WHO USE EAL IN TERMS OF ASSESSING CURRICULUM CONTENT, PROFICIENCY IN ENGLISH, AND FIRST LANGUAGE(S).

TUDENT APPLICATION: REPETITION AND PRACTICE

DAY 4: PLACEMENT SCHOOL

EAL PPU/ FLO ACTIVITIES

PLANNING, TEACHING AND ASSESSMENT

AT LEAST ONE MENTOR FEEDBACK/ OBSERVATION ON DAY 4/5

DAY 5: PLACEMENT SCHOOL

EAL PPU/ FLO ACTIVITIES

PLANNING, TEACHING AND ASSESSMENT

AT LEAST ONE MENTOR FEEDBACK/ OBSERVATION ON DAY 4/5

PPU/ FLO REFLECTION

MULTILINGUALISM/ EAL CCF 5

SPREAD ACROSS THE YEAR

FOCUS: BELL FOUNDATION MATERIALS

MODULE 1: UNDERSTANDING EAL

MODULE 2: LANGUAGE FOR LEARNING

MODULE 3: ASSESSMENT FOR EAL

MULTILINGUALISM/ EAL



INTENSIVE TRAINING WEEK

DAY 1: BLENDED UNIVERSITY/
SPECIAL SCHOOL
NEURO-DIVERSITY
INCLUSIVE PEDAGOGIES
STUDENT APPLICATION: REPETITION
AND PRACTICE

DAY 2: BLENDED UNIVERSITY/ SPECIAL
SCHOOL
SPEECH AND LANGUAGE
INCLUSIVE PEDAGOGIES
STUDENT APPLICATION: REPETITION AND
PRACTICE

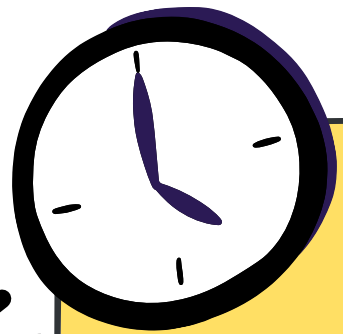
DAY 3: BLENDED UNIVERSITY/
SPECIAL SCHOOL
LEARNING DISABILITIES
INCLUSIVE PEDAGOGIES
STUDENT APPLICATION:
REPETITION AND PRACTICE

SEND/ INCLUSION
SPREAD ACROSS THE YEAR
FOCUS: SHERBOURNE FIELDS SEND
NEURODIVERSITY
SPEECH AND LANGUAGE
LEARNING DISABILITIES
INCLUSIVE PEDAGOGIES

DAY 5: DAY PLACEMENT SCHOOL
SEND PPU/ FLO ACTIVITIES
PLANNING, TEACHING AND ASSESSMENT
AT LEAST ONE MENTOR FEEDBACK/
OBSERVATION ON DAY 4/5

DAY PLACEMENT SCHOOL
SEND PPU/ FLO ACTIVITIES
PLANNING, TEACHING AND ASSESSMENT
AT LEAST ONE MENTOR FEEDBACK/
OBSERVATION ON DAY 4/5

SEND/ INCLUSION



INTENSIVE TRAINING TIMELINE

DAY 1:
UNIVERSITY OR
DELIVERY PARTNER
APPROX 6 HOURS

DAY 2:
UNIVERSITY OR
DELIVERY PARTNER
APPROX 6 HOURS

DAY 3:
UNIVERSITY OR
DELIVERY PARTNER
SCHOOL

DAY 4:
SCHOOL PLACEMENT
(TBA PART OF PLACEMENT)
SPECIALIST PLACEMENT

DAY 5:
SCHOOL PLACEMENT
(TBA PART OF PLACEMENT)
SPECIALIST PLACEMENT

ALTERNATIVE MODELS:
ALL IN A WEEK : MON- FRI

ACROSS THE YEAR: DAY 1 & 2 AUT,
DAY 3& 4 SPR,
DAY 5 SUMMER

ALTERNATIVES:



INTENSIVE TRAINING TIMELINE

DAY 1:
UNIVERSITY OR
DELIVERY PARTNER F2F
APPROX 6 HOURS

DAY 2:
UNIVERSITY OR
DELIVERY PARTNER F2F
APPROX 6 HOURS

DAY 3:
UNIVERSITY OR
DELIVERY PARTNER F2F
SCHOOL
APPROX 6 HOURS

ALTERNATIVE MODELS:
ALL IN A WEEK : MON- FRI

ACROSS THE YEAR: DAY 1 & 2 AUT,
DAY 3 & 4 SPR,
DAY 5 SUMMER

DAY 5:
SCHOOL PLACEMENT
(TBA PART OF PLACEMENT)
SPECIALIST PLACEMENT

DAY 4:
SCHOOL PLACEMENT
(TBA PART OF PLACEMENT)
SPECIALIST PLACEMENT

F2F MODEL



INTENSIVE TRAINING TIMELINE

DAY 1:
UNIVERSITY OR
DELIVERY PARTNER
MIX OF SYNCHRONOUS/ ASYNCHRONOUS
SESSIONS
APPROX 6 HOURS

DAY 2:
NIVERSITY OR
DELIVERY PARTNER
MIX OF SYNCHRONOUS/
ASYNCHRONOUS SESSIONS
APPROX 6 HOURS

DAY 3:
NIVERSITY OR
DELIVERY PARTNER
MIX OF SYNCHRONOUS/ ASYNCHRONOUS
SESSIONS
APPROX 6 HOURS

DAY 4:
SCHOOL PLACEMENT
(TBA PART OF PLACEMENT)
SPECIALIST PLACEMENT

DAY 5:
SCHOOL PLACEMENT
(TBA PART OF PLACEMENT)
SPECIALIST PLACEMENT

ALTERNATIVE MODELS:
ALL IN A WEEK : MON- FRI

ACROSS THE YEAR: DAY 1 & 2 AUT,
DAY 3& 4 SPR,
DAY 5 SUMMER

DIGITAL/ DISTANT MODEL

RESOURCING

