



Accelerate

The Accelerate programme : Dfe funded support
Chartered College of Teaching

Aims of the Programme

High quality CPD for Early Career
Teachers

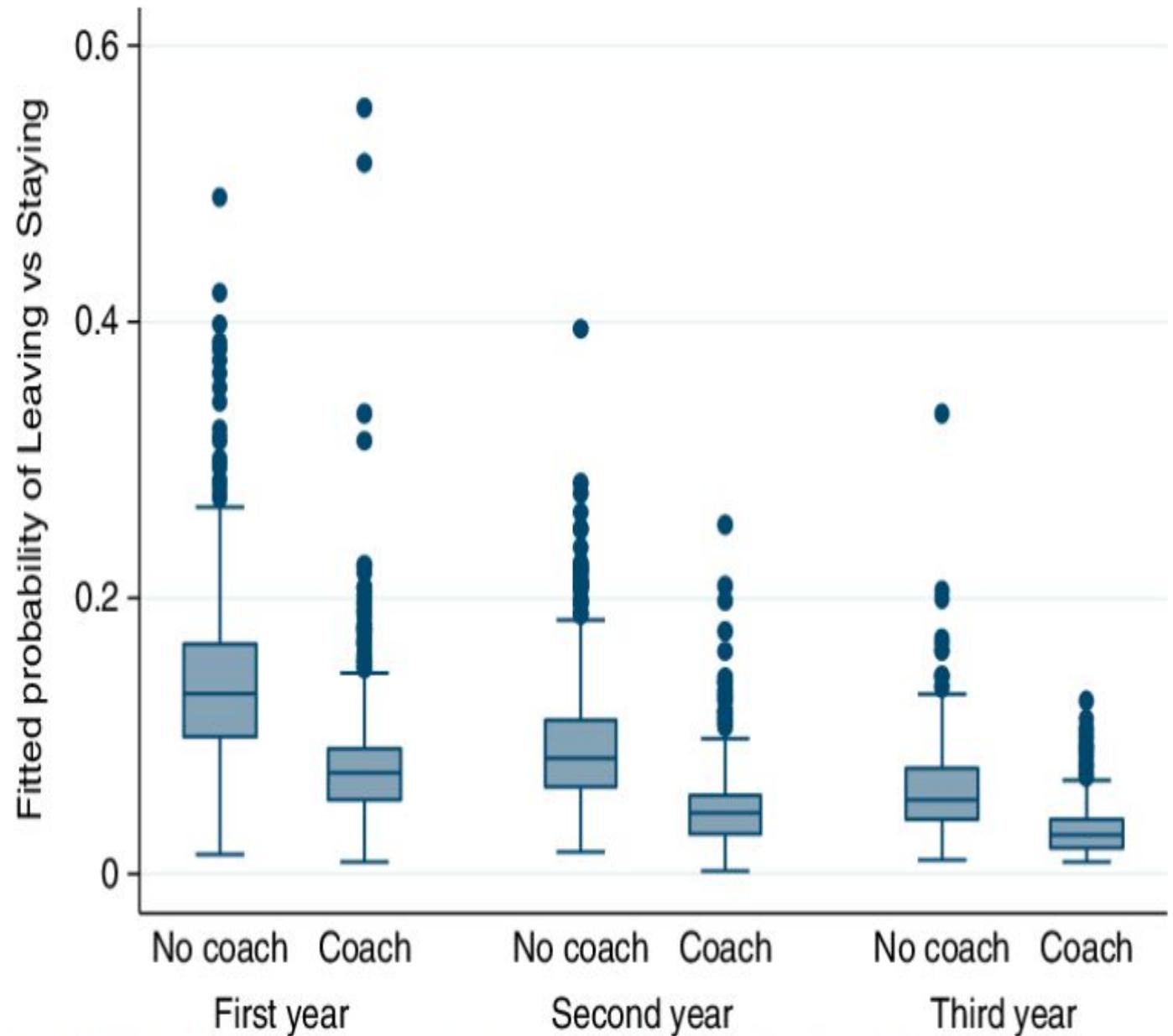
Improve teacher quality, teacher
retention and ultimately pupil outcomes





Research studies also indicate that there is a clear correlation between retaining early career teachers where a coach has been put in place to support development vs those without

Core idea: In receiving regular coaching, a teacher develops as much in one year as many teachers do in twenty



Fitted probability of leaving vs staying by whether there is a curricular coach in the school and by years of teaching experience

Deliberate Practice

, ‘great teaching...relies on the mastery and application of foundational skills, learned through diligent study’ (Lemov 2015)

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



Deans for Impact (2016)

Blended Learning

Face to Face support
Online tutorials
In-school mentoring
Coach led workshops
Communities of Practice



Programme Structure

- Five modules across 4 terms
- Final module – research project



Tailored content for teachers in their first 5 years of teaching

Module 2 – Productive Classroom Environments

Managing behaviour: routines, rewards, sanctions

‘You will need to establish and maintain relentless routines. You will need to create, shift and monitor boundaries constantly’ (Paul Dix)

Understanding motivation: high expectations, support, challenge

Using resources: cognitive load theory, effective technology use.

Module 3 – Designing Effective Learning

Instructional strategies: modelling and scaffolding,
direct instruction, independent practice

Planning lesson sequences: activating prior learning,
spacing and interleaving

Consolidating knowledge: effective questioning,
retrieval practice

Module 4 – Supporting Pupil Progress

Diverse needs: SEND, EAL

‘support for those who require it to access the full curriculum, contribute and participate in all aspects of school life’ (Hare 2018).

Feedback: responsive teaching, approaches to marking

feedback has ‘twice the average effect of all other schooling effects’ (Hattie, 2012)

Assessment: purpose, reliability, validity

Module 5 – Improvement Project

Takes place after the course has finished

Planning, implementing and evaluating change

Undertake a project based on one of the follow areas:

- Assessment design
- Pedagogical approaches
- Curriculum design
- Leadership

Self-evaluation: Overarching Questions

- What are you and your students doing?
- Why are you and they doing this?
- What **impact** does it have?
- How do you know?

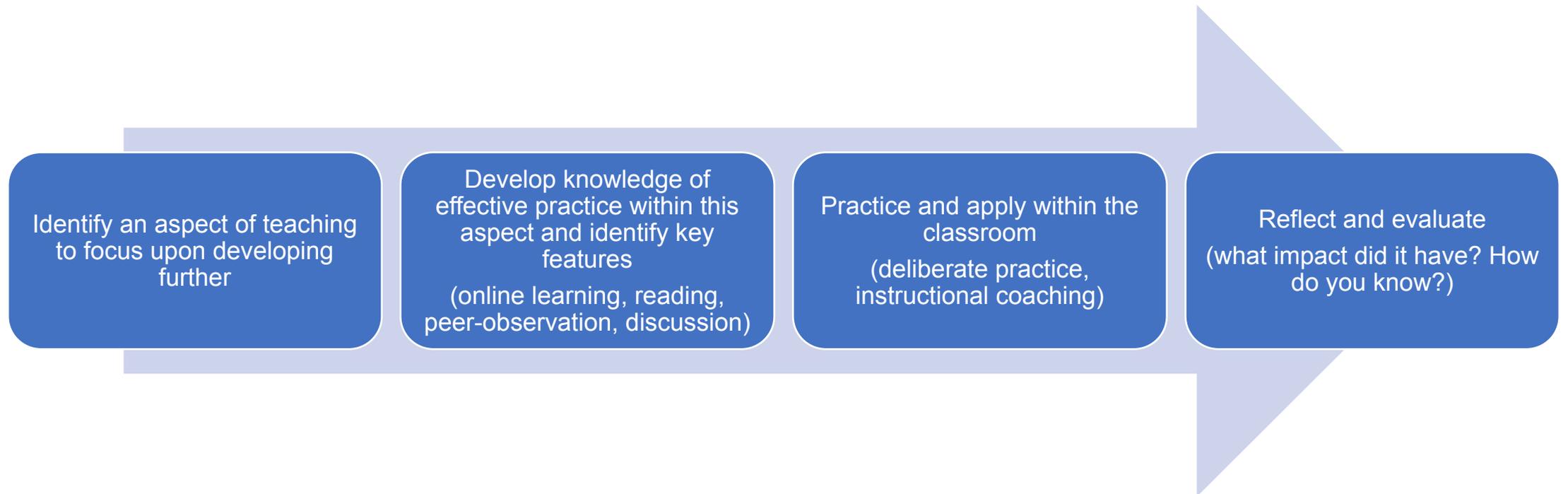
(Kime, 2018)



The importance of evaluating your teaching practice?

- To identify which elements of your practice are effective
- To develop your practice further
- *In the Accelerate Programme: self-evaluation will inform your professional learning and be a catalyst for change in your classroom.*

Evaluating teaching practice within the Accelerate Programme



Three different **descriptors of practice** for each **indicator** (low, middle & high)

Indicators

	Low (Scores 1 - 2)	Middle (Scores 3 - 5)	High (Scores 6 - 7)	Score
Focus Area 2: Embedding Routines				
2a. Set routines that drive transition	<p>Teachers may use inconsistent and varied approaches to transitions within the classroom. They give instructions and directions but these are not yet routine.</p> <p><i>Many pupils will follow the directions given but they are not yet established routines OR they are unsure about the routines that are in place. Time is lost because pupils take too long to transition between activities.</i></p>	<p>Teachers put in place routines for various transitions into/between classroom activities, such as:</p> <ul style="list-style-type: none"> entering the classroom and being ready for learning start/end of lesson starting/finishing work transitions between activities or places taking out/putting away frequently used resources undertaking common classroom activities <p>They explicitly teach and practice routines [see below]. <i>Pupils know the routines and usually follow them.</i></p>	<p>Teachers have well-established routines for most common classroom activities, such as:</p> <ul style="list-style-type: none"> entering the classroom and being ready for learning start/end of lesson starting/finishing work transitions between activities or places taking out/putting away frequently used resources undertaking common classroom activities <p>Their routines have been refined so that they follow the simplest, fastest procedure.</p> <p><i>Pupils are very familiar with these routines, and they are followed consistently and efficiently.</i></p>	
2b. Explicitly teach and practice routines	<p>Teachers:</p> <ul style="list-style-type: none"> give general /broad guidance to pupils rather than communicating clear and structured routines. do not yet use practice to rehearse and refine these procedures or establish them as routines. <p><i>Pupils follow broad guidance but may not do so consistently. Learning time may be lost as a result.</i></p>	<p>Teachers:</p> <ul style="list-style-type: none"> develop simple procedures as the basis for common classroom routines communicate the procedures explicitly to pupils explain <i>how</i> they want pupils to complete the routines practice the routines so that pupils are familiar with the steps. 	<p>Teachers:</p> <ul style="list-style-type: none"> develop the most simple, fastest procedure and use practice to establish the routine communicate the procedure explicitly and clearly to pupils. explain <i>how</i> they want the pupils to complete the routine. use quick verbal prompts or non-verbal cues to support pupils in undertaking the routine. practice until the routine is performed efficiently and to a high standard. Provide pupils with feedback if the routine is not performed correctly <p><i>Pupils know what to do and perform the routines well.</i></p>	
2c. Reinforce routines to ensure they are maintained	<p>Teachers:</p> <ul style="list-style-type: none"> give general reminders rather than specifically reminding pupils of the steps of a routine. may give praise even when a routine might not have been performed to the highest standard. do not insist on pupils performing routines again if performed poorly. <p><i>Pupils do not perform the routines well. Learning time is wasted as a result.</i></p>	<p>Teachers:</p> <ul style="list-style-type: none"> remind pupils of the steps in a routine. use positive affirmations to reinforce routines occasionally expect pupils to perform a routine again if performed particularly poorly. <p><i>Pupils perform the routines well most of the time. Some learning time may still be lost due to routines being performed poorly OR as the result of the teacher intervening.</i></p>	<p>Teachers:</p> <ul style="list-style-type: none"> discreetly remind pupils of the steps in a routine using short verbal/visual cues or prompts, use positive affirmations to reinforce routines indicating when they are followed well expect pupils to perform a routine again if it is not performed efficiently. <p><i>Pupils recognise routines as the 'norms' of the classroom. They follow them consistently and efficiently, with few reminders/repeats, maximising time for learning as a result.</i></p>	

What is Instructional Coaching?

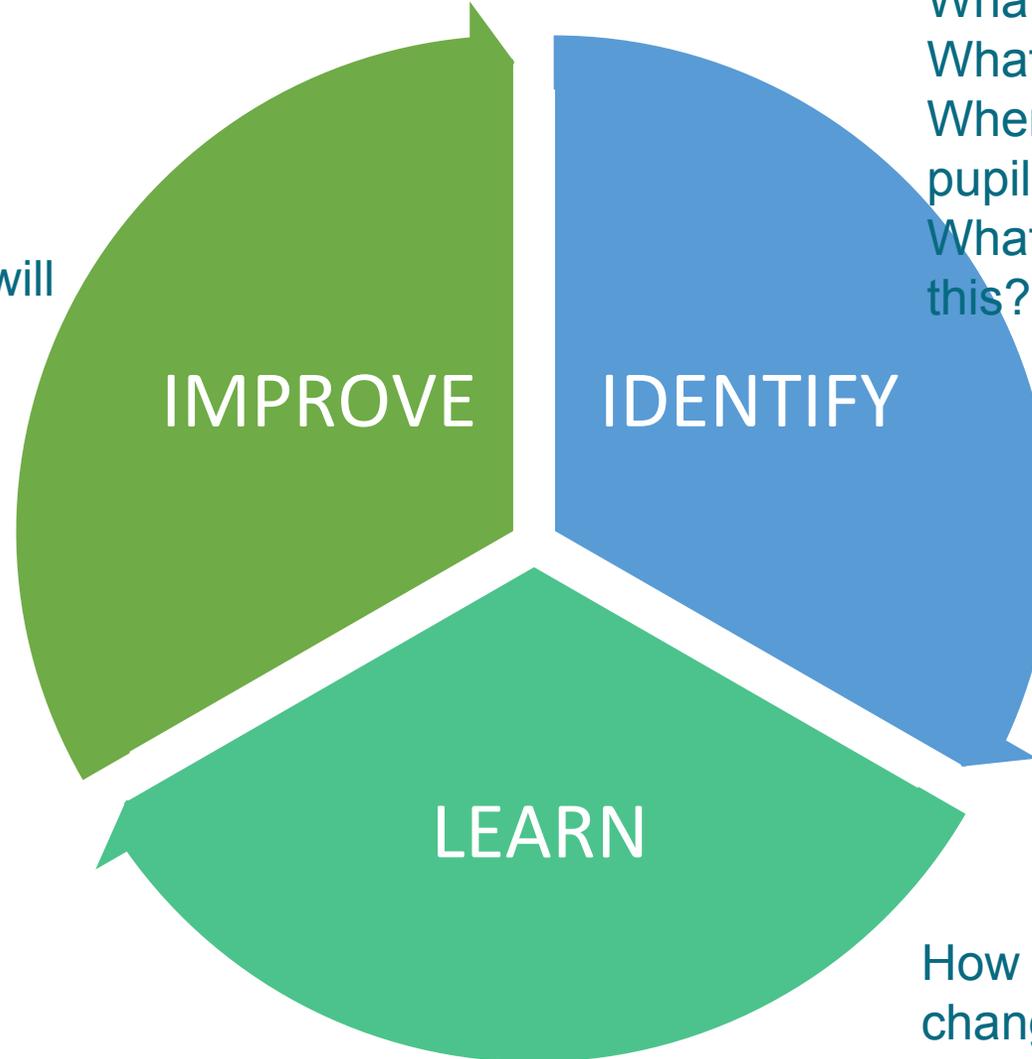
An observation and feedback cycle in which instructional experts work with teachers to discuss their practice in a way that is:

- (a) Individualized
- (b) Recurring
- (c) Sustained
- (d) Classroom/practice-based
- (e) Focused on specific skills

See: Joyce & Showers (1981) & Kraft et al. (2018).

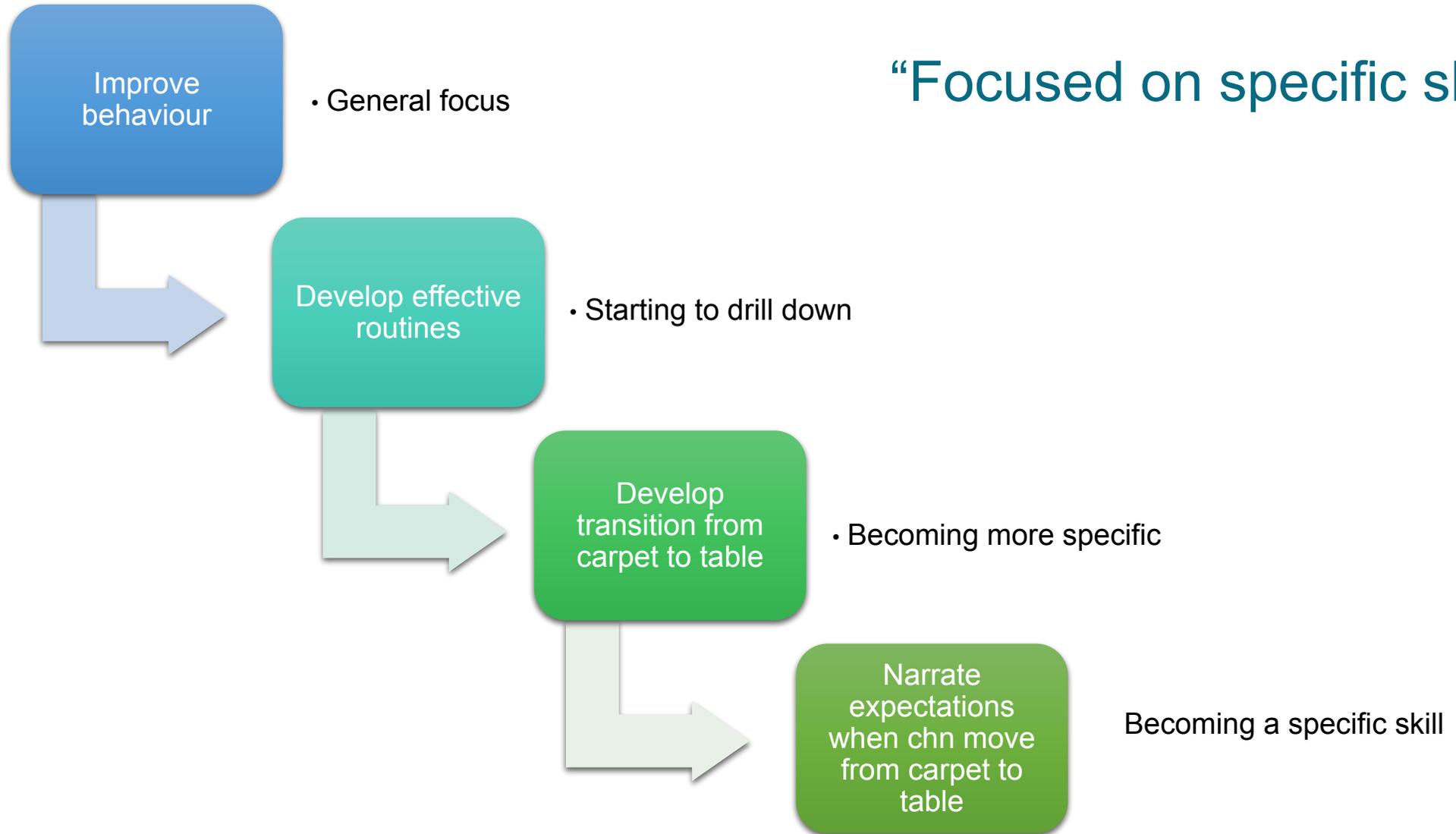


When you go back to your classroom tomorrow, what will you do differently?
Go away and do
Monitor / review
Adapt / modify / tweak



What am I seeing in the classroom?
What do I know we want to improve?
Where can I have the greatest impact on pupil learning?
What do I need to change to achieve this?

How am I going to achieve the change?
What am I going to do?
When will this be done?
Where is an example to help develop thinking further?



	Coaching call 1 Date	Coaching Session 2 Date	Coaching Session 3 Date
1. Review	Review prior action step / feedback from previous session		
	NA	Teacher happy that this was well addressed during the session – brought learning to a conclusion which was directly linked to learning challenge at the end of the lesson. Children are now used to this format at end of lesson. 75% of hands up to share what they learned at end of lesson, with peer discussion demonstrating good understanding of purpose.	All previous actions clearly addressed and being reinforced throughout the session. Learning intention was very clear, teacher modelling supported pupil understanding well. Use of mini whiteboards effective in supporting teacher assessment – teacher recognizes the ease of now spotting and addressing misconceptions at point of teaching. Use of visualizer is enabling more mirroring of tasks for pupils. Clear in lesson that children are more secure with task to be completed following direct instruction from teacher.
2. Probe	Dialogue to check for understanding: What was the intended outcome of this aspect of the lesson? Was desired goal achieved? How far is this from the desired outcome?		
	<p>Use of video: Teacher identified areas where they could have done more to develop and enhance learning, specifically linking the end of lesson to the start where adjectives were taught and later where they were not as great a focus for learning discussion. Lack of continuity in teaching point watered down outcomes by end of lesson, particularly for more able writers.</p> <p>Prior to watching the video, teacher identified that she had made an error when discussing word types with children, and feels specific subject knowledge here was not strong enough.</p>	Teacher identified, prior to watching the video, where misconceptions were occurring – timely teacher input was given to address misconceptions throughout the lesson, but use of video supported thinking around where misconceptions occurred originally and why some pupils went to independent practice phase without better understanding. On watching the video, teacher noticed where participation dipped (certain individuals) and discussion centered on why this could have been.	Teacher could discuss aspects of teaching throughout phases of lessons – adapted lesson on back of previous day and throughout the session, consistently assessed pupil understanding. Teacher could identify elements of practice that could be developed further, and was able to reflect on positive impact of some previous actions introduced within the classroom.
3. Action Step	Define / compose action step by focusing on desired outcome		
	Ensure that learning challenge is explicitly enforced throughout lesson. Fully develop pupil understanding by asking specific questions related to learning challenge in teaching sequence and independent practice.	<ol style="list-style-type: none"> 1. Use of whiteboards – to aid ongoing assessment for teacher and allow for children to practice and apply for prior knowledge. Consider practical considerations for efficient organization of whiteboards so that time is not affected. 2. Model any activity that is on the table – teacher to ensure pupils access tasks in session following clear demonstration that is practical. Utilising large screen on IAWB to model will aid clearer visual for pupils. 	100% - when delivering key messages as a mini plenary, have high expectations of pupils stopping and really listening to ensure the teaching point is effective.
4. Plan / Deliberate Practice	Design/revise upcoming lesson plans to implement this action / Rehearse how to implement action step in current or future lessons:		
	Review learning challenge at the end of lesson – added into lesson plenary on planning with key question. Check children can recall purpose of lesson – what have we learned today. Tell your partner. Explain to me. Identify and stretch pupils where learning challenge has not been met. Use other children with the understanding to	Introduce use of mini whiteboards – both to aid teacher assessment, but also engage pupils and support their application of new concepts whilst supported by teacher on carpet. Added in where to use in follow up session. Subject knowledge – clarify anything that may present confusion as it is taught. Think through explicit language that will be used. Follow up lesson plan explored. Teacher edited	Rehearsal and practice – “321 Eyes on me” Stop and scan. Narrate what can be seen – “I can see x is ready, this table are ready ... I’m waiting for 2 more people” then deliver key message. Practiced different scenarios and thought about key pupils likely to need more focus initially but through praising positive.

Accelerate Strategy Check

Strategy Check: Threshold (Doug Lemov)

What to do	What to avoid
<ul style="list-style-type: none"> Greet pupils at the door to your classroom (signaling that they are in your space now) to set the tone for your lesson and ensure you begin as you mean to go on... Show them how you feel about them (warm, caring, positive, expecting excellence) Welcome them in a way you and they are comfortable with (smile, handshake, verbal greeting) Ensure that everyone enters the room as you would expect them to – calmly, well-presented & that they respond to you appropriately. If they don't, you don't let them into your space, and they need to 'do it again' (send them back to come in again – prompting the expected behaviour you are looking for). 	<ul style="list-style-type: none"> Try to make sure you give this your whole attention – avoid being distracted by last minute lesson preparation or getting into deep conversation with an individual pupil. Once you lose the focus, it will be much harder to come back from so make sure your lesson is prepared, and if an issue arises where a pupil needs individual time with you, acknowledge this and come back to it once everyone is in the room and engaged in focused activity.
<p>Increase the Impact</p> <ul style="list-style-type: none"> Use this as an opportunity to reinforce what they should be doing once in the class. Narrate some positive behaviour that you observe to affirm and encourage. 	

Lemov, D. (2015) *Teach like a champion 2.0* San Francisco: Jossey-Bass

Strategy Check: Strong Start (Doug Lemov)

What to do	What to avoid
<ul style="list-style-type: none"> Leaving on from 'Threshold', the idea of 'Strong Start' is that you design a routine for what pupils should do once they come into the classroom (at the start of the day or start of a lesson). Ensure there is a procedure in place for what they do once through the door (e.g. hanging their coat up, put homework in a designated place, collect any resources (books, pencils etc.), begin the set activity) Set a task that is accessible to pupils without your support, typically a revision or practice activity (sometimes known as a 'do now'). Make sure the pupils are clear on the instructions (e.g. by always displaying instructions on the board, or on a sheet so they know how to find out what to do) Allocate a set time to complete the task, then make sure you follow up the activity, undertaking a quick review (or 'review now') perhaps using peer check or quickfire questions for immediate feedback. Remember that prewriting or a countdown can help smooth transition between the two. 	<ul style="list-style-type: none"> Try to avoid having routines that involve pupils moving around too much (and overcrowding!) which will undermine the calm, focused atmosphere. E.g. <ul style="list-style-type: none"> If pupils require resources, create routines that give them access to these as efficiently as possible for example they may already be on their tables). Make sure pupils know where to sit (set seating arrangements eliminates uncertainty here)
<p>Increase the Impact</p> <ul style="list-style-type: none"> Narrate some positive behaviour that you observe to affirm and encourage. 	

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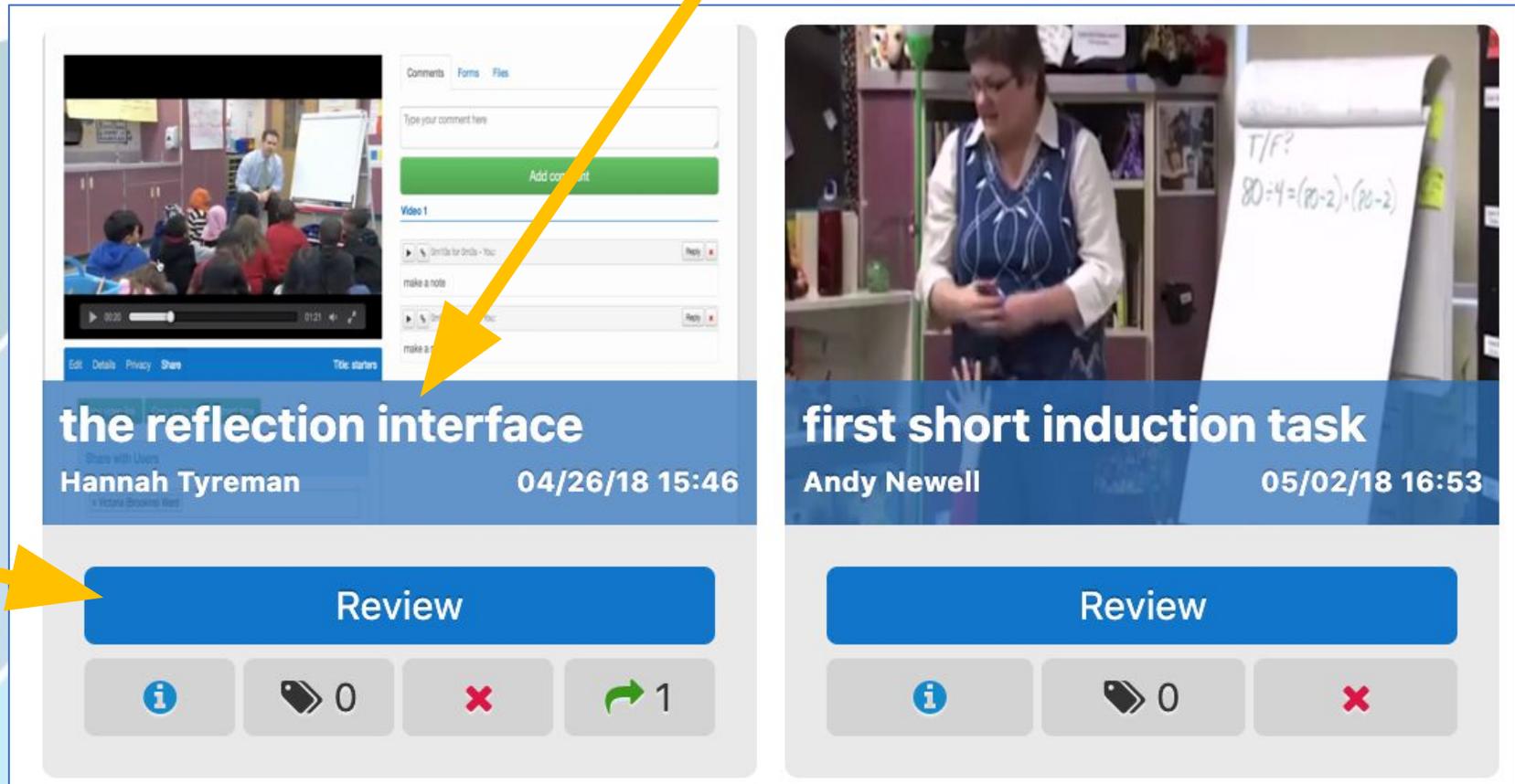
Strategy Check: One, Two, Three...

What to do	What to avoid
<p>'One, Two, Three' is commonly used as a transition routine, moving pupils from carpet to table within a primary classroom:</p> <p>From carpet to table:</p> <ul style="list-style-type: none"> Teacher shows one finger to pupils – this indicates to stand up where they are (identify) Teacher shows a second finger – on this signal, pupils walk and stand behind their chair Teacher shows three fingers – on this signal, pupils sit down and look at the teacher awaiting their next instruction. The routine can be used in reverse to bring pupils back to the carpet. <p>Any procedure:</p> <ul style="list-style-type: none"> This method can be used for any three-step procedure. Even if familiar with the above, the procedure can be adopted at any time 'On 1 I want you to close your book, on 2 put it in the middle of your table, on 3 stand behind your chair' and of course you can add a step 'on 4, line up at the door in silence' 	<ul style="list-style-type: none"> Initially, you will need to prompt pupils 'On 1, do X, on 2 do Y...' but try to reduce the use of verbal prompts as soon as possible (unless you are using the method for an unfamiliar procedure). If you use this method for multiple procedures, be clear about which one you want them to form 'i.e. we are going to see 123 to come to the carpet/put books away'
<p>Increase the Impact</p> <ul style="list-style-type: none"> Ensure all adults who work with your class use the same signal consistently and with accuracy. 	

Viewing videos in 'Reflections' section

- All videos that have been shared are viewed here
- Teacher's name and date shown

Click 'review'
to watch a
video and add
comments



the reflection interface
Hannah Tyreman
04/26/18 15:46

first short induction task
Andy Newell
05/02/18 16:53

Review

Review

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