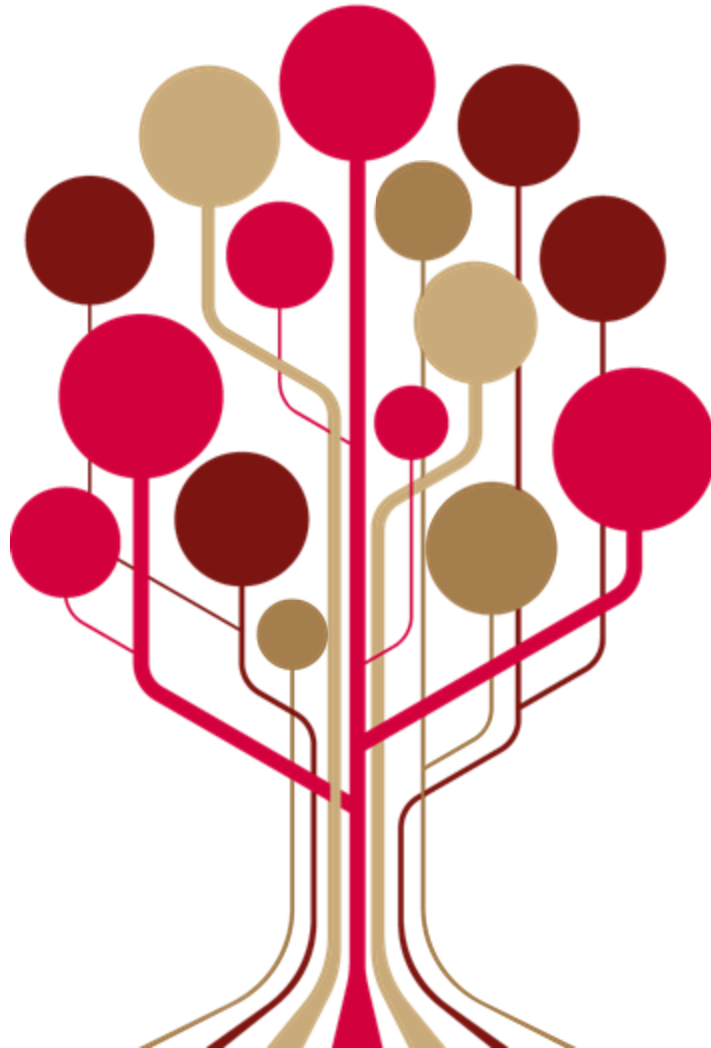


Intensive Training and Practice (ITAPs)

Pivotal Practice: Scaffolding

EY Consolidation



What is Intensive Practice ?

Intensive practice is a way of helping trainee teachers to get better that involves:

- Focussing on a particular aspect of teaching for a period of time.
- A co-ordinated set of activities that link the theory and practice of teaching.
- Multiple opportunities for a trainee to practice and receive feedback.

E.g. A five day intensive practice unit focussed on Questioning, including centre based and school based support and a range of opportunities to practise and receive feedback.

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations to practice and get feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Small group teaching	Quizzes
Podcasts	Lesson transcripts	Case studies	Co-planning	Portfolios
Interviews	Expert modelling	Digital approximations	Lesson study	Approximations
Framework informed by: Grossman, P. (2018) (ed.). <i>Teaching Core Practices in Teacher Education</i> . & TeachingWorks (2022). <i>Teacher Education Pedagogies</i> . University of Michigan. [URL]				

University Based and Expert School Placement Based

Learn that:

- Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. (Classroom Practice 4.4)
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. (Adaptive teaching 5.1)

Learn how to:

Increase likelihood of material being retained, by:

- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements) (How Pupils Learn 2k)

Plan effective lessons, by:

- Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. (Classroom Practice 4a)
- Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material (Classroom Practice 4c)
- Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) (Classroom Practice 4e)
- Stimulate pupil thinking and check for understanding, by:
 - Providing scaffolds for pupil talk to increase the focus and rigour of dialogue. (Classroom Practice 4p)

Meet individual needs without creating unnecessary workload, by:

- Reframing questions to provide greater scaffolding or greater stretch. (Adaptive Teaching 5n)

Provide high quality feedback, by:

- Scaffolding self-assessment by sharing model work with pupils, highlighting key details. (Assessment 6k)

ITAP Week Overview

Monday 17 th March	Tuesday 18 th March	Wednesday 19 th March	Wednesday 2nd April	Thursday 3rd April
On Campus Lectures and seminars on scaffolding, exploring relevant research and theories Independent research and presentations	On Campus Lead Mentor lecture on scaffolding in EYFS Deconstruction of practice using digital approximation	At Eatock Rehearse micro teach session with a small group, receiving coaching from tutors	On Placement Trainee observes mentor teaching, looking for scaffolding techniques (checking understanding, providing support and transferring responsibility) Mentor to narrate teaching to build trainee's understanding of scaffolding (consider higher attaining/lower attaining/those with additional needs) Mentor to facilitate discussion on strategies observed and go through plans for Friday's micro-teach session	On Placement Trainee to deliver micro-teach session, using three key elements. Record the lesson to analyse with mentor. Mentor to complete IDS, identifying one target to continue working towards (trainee to upload to Pebblepad)

Research and evidence base

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Adaptive Teaching 5.9 Belland, B. R., Walker, A. E., & Kim, N. J. (2017) A Bayesian Network Meta-Analysis to Synthesize the Influence of Contexts of Scaffolding Use on Cognitive Outcomes in STEM Education. *Review of Educational Research*, 87(6), 1042- 1081. <https://doi.org/10.3102/0034654317723009>

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Thank you!

