



# Central Region Schools Trust

*Founded by the RSA*

# Central Region Schools Trust Expert Practitioner Programme

## Overview/Handbook



## The Central Region Schools Trust Expert Practitioner Programme

### **Contents:**

- A. Rationale & Purpose of the programme
- B. Explanation of the ICALT model (Teacher Behaviours)
- C. Coaching Model and timeline
- D. CPD, input, dates & facilitators

### **A. Rationale & Purpose**

- The Expert Practitioner Programme has been designed to develop the very best in high quality teaching and in supporting practitioners to become expert coaches and subject specialists in classroom learning walks, and in feedback.
- The programme uses instructional coaching as a vehicle to identify high-leverage, granular classroom behaviours to improve practice.
- The principles of the course, aligned with the principles of the learning walks, focus on school culture, the science of learning, expert instruction, responsive teaching, the principles of curriculum planning, and subject expertise.
- The programme is underpinned by the ICALT (International Comparative Analysis of Learning & Teaching) developed by the University of Groningen, in the Netherlands. (Areas from ICALT appear in the boxes after each input area)
  
- Research Findings:

[What is Instructional Coaching? | Ambition Institute](#)

[Six models of lesson observation: Ofsted research \(publishing.service.gov.uk\)](#)

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**B: What is ICALT?**

- The instrument consists of 32 high inferential observable teaching acts, accompanied with 120 low inferential observable teaching activities.
- The low inference indicators are examples of good practices associated with each high inference item.
- The 32 high inference items represent the six domains of teaching behaviour discussed in the literature section, which include:
  1. safe and stimulating educational climate (4 items),
  2. efficient classroom management (4 items),
  3. clarity of instruction (7 items),
  4. activating teaching (7 items),
  5. differentiated instruction (4 items),
  6. teaching learning strategies (6 items).

**C: Coaching Model, focuses on the implementation of the ICALT measurement**

**Observation Cycle & Coaching (using the ICALT tool)**

*The ICALT observation sheets will be shared and explained with colleagues in coaching conversations, ahead of any paired learning walks.*

**Cycle 1 – AUT2**

Learning walks using ICALT and receive individual feedback given on classroom practice against the inferential above. Each school (cohort) will receive 'collective' feedback to summarise against the 6 areas.

**Cycle 2 – SPR1**

Colleagues completed the first paired observation, using ICALT, and then discuss the highest impact inferential to improve practice and support pupil progress. Coaching conversation (using instructional model) is discussed as to how next steps as an expert practitioner would be shared. Scripted conversations/Deliberate Practice.

**Cycle 3 – SPR2**

Further learning walks using ICALT and receive individual feedback given on classroom practice against the inferential above. Each school (cohort) will receive 'collective' feedback to summarise against the 6 areas.

**Cycle 4 – SUM1**

Colleagues completed a second paired observation, using ICALT, and then discuss the highest impact inferential to improve practice and support pupil progress. Coaching conversation (using instructional model) is discussed as to how next steps as an expert practitioner would be shared. Scripted conversations/Deliberate Practice.

**Cycle 5 – SUM2**

Final coaching conversations about impact and purpose of instructional coaching, and link this to CPD models moving forward (Walkthrus, Triads, Exploration Groups, ICALT)

**D. CPD Input focuses on areas of expert practice (aligned to 6 ICALT principles)**

To support expert practitioner development, there will be \*5 bespoke CPD sessions which focus on the areas, identified above, and further explained below, throughout the academic year, and will be facilitated by expert teachers from within the Trust.

Safe and stimulating learning climate

Classroom management

**1. Culture:** Behaviour for Learning – Respect & Aspiration. Climate & culture – how are you instilling values and personifying this? Values and visions – how are these demonstrated? How can you exemplify this in your role? Leading from the

front – conversations, attributes. Holistic overview of schemes and overviews. Collaboration. Curriculum intent

**2. Science of Learning:** Novices and Experts. Simple memory models. Building mental models. Chunking. Sequencing. Why this, why now? Teaching & learning cycle. How do you address misconceptions in teacher delivery. Sphere of influence

Teaching learning strategies

Clarity of instruction

Intensive and activating teaching

**3. Expert Instruction:** Guided Practice. Explanations. Modelling. Questioning. Novice-Expert. Shared thinking. Make it ‘stick’. Metacognition. Adaptive Approaches

**4. Responsive Teaching:** Checking for understanding. Adaptive Teaching. Purposeful feedback (Questioning, whole class, bespoke). Student progress. Good oracy. (Hinges, Cues)

Differentiation

**5. Principles of curriculum planning:** Adaptive Teaching. What and how? Content precision. Who are your learners? Long-medium-short planning. Thinking beyond your curriculum. Make it memorable. (All of the ICALT principles)

**EPP CPD Calendar 2023-24**

**Facilitators**

- Teresa Wilson** – Trust Lead Early Career Stage, Lead Coach
- Matthew Purslow** – Trust Lead, CPLR&D. Assistant Principal (School Improvement)
- Alice Pearson** – Assistant Principal (Teaching & Learning, CPD)
- Tom Bayley** – Assistant Principal (Teaching & Learning, CPD)
- Hattie Hayhurst** – Lead Practitioner (Science, T&L)
- John Barratt** – Lead Practitioner, Head of Maths
- Dr Ben Looker** – Head of Education, Childhood and Professional Studies, Newman University

Date	CPD input	Facilitator	Venue/Timing (3.30-5pm)
19/10/23	1. Intro session/Culture	Matthew Purslow Alice Pearson	Ipsley CE School
08/11/23	2. Science of Learning Purpose of ICALT	Teresa Wilson Dr Ben Looker	TEAMS
11/01/24	3. Expert Instruction	Hattie Hayhurst John Barratt	TEAMS
14/03/24	4. Responsive Teaching	Tom Bayley	Arrow Vale School
04/07/24	5. Curriculum Planning	Matthew Purslow	Arrow Vale School