



Central Region Schools Trust

Founded by the RSA

Central Region Schools Trust Expert Practitioner Programme 2024-25

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 \(publishing.service.gov.uk\)](#) (page 15)

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

- Science of Learning & Research CPD – 14/11
- Coach confirms slot to observe you and to provide feedback against *6 teaching principles of ICALT.

Cycle 2 – SPR1

- Expert Instruction CPD 09/01
- Coach completes paired observation and coaching conversation with participants.

Cycle 3 – SPR2

- Responsive Teaching CPD - 06/03
- Coach completes paired observation and coaching conversation with participants.

Cycle 4 – SUM1

- No CPD input this half term.
- Coach completes paired observation and coaching conversation with participants.

Cycle 5 – SUM2

- Curriculum Planning CPD – 03/07
- Final coaching conversations/Legacy planning

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 2024-25

Facilitators

Teresa Wilson – Trust Lead Early Career Stage, Lead Coach

Matthew Purslow – Trust Lead, CPLR&D. (School Improvement)

Tom Bayley – Assistant Principal (Teaching & Learning, CPD)

Seema Pabla - Assistant Principal (Early Careers)

Date	CPD input	Facilitator	Venue/Timing (3.30-5pm)
17/10/24	1. Intro & Culture What is ICALT?	Matthew Purslow Tom Bayley Teresa Wilson	ASSAY
14/11/24	2. Science of Learning	Teresa Wilson	TEAMS
09/01/25	3. Expert Instruction	Seema Pabla	TEAMS
06/03/25	4. Responsive Teaching	Tom Bayley	Arrow Vale School
03/07/25	5. Curriculum Planning	Matthew Purslow Tom Bayley	ASSAY

Coaches

Teresa Wilson – Trust Lead Early Career Stage, Lead Coach

Matthew Purslow – Trust Lead, CPLR&D. (School Improvement)

Tom Bayley – Assistant Principal (Teaching & Learning, CPD)

Colleague	Coach	Colleague (EPP alumni)	In School Support
Lauren Stewart	Matthew Purslow	Kathryn Lamb	Lucy Khan
Lucy Khan	Matthew Purslow		Matthew Purslow
Seb Breeze	Matthew Purslow	Eleanor Linford	Tom Bayley
Charanjit Singh Kalle	Teresa Wilson		Teresa Wilson
Tayub Tariq	Teresa Wilson		Teresa Wilson
Lucie Cooper	Matthew Purslow		Sally Harris
Hannah Jones	Matthew Purslow	Steve Pierce	Steph Oakes