Adaptive Teaching & Expertise

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A Model for **Great Teaching**

1. Understanding the content

1. Having deep and fluent knowledge and flexible understanding of the content you are teaching
2. Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
3. Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
4. Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

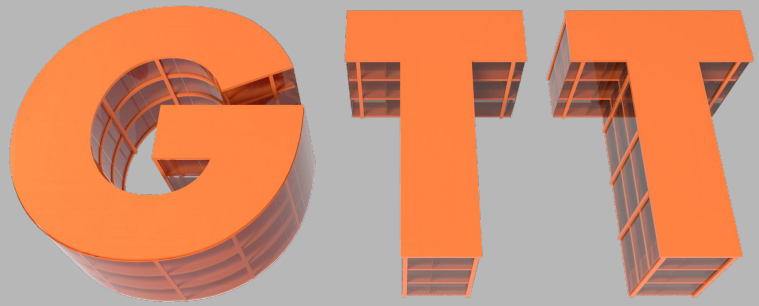
1. Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
2. Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
3. Promoting learner motivation through feelings of competence, autonomy and relatedness
4. Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

1. Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
2. Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
3. Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

1. Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
2. Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
3. Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
4. Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
5. Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting
6. Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise



Great Teaching Toolkit

What do these terms mean to you?

How are they different or similar?

- Differentiation
- Adaptive Teaching
- Responsive Teaching
- Adaptive Expertise

The importance of a shared language

A shared language (and understanding of that language) is essential for any school community. Education, like many other professional fields, is rife with a variety of terminologies, phrases and acronyms. This language can vary across countries, schools, and even within the same school.

What happened to ‘differentiation’?

What do you think were the main issues/problems with differentiation?

Differentiation in the classroom

"It is important to be clear that the use of differentiation does not mean having 'low expectations' which is how it has sometimes been interpreted, when differentiation has been misunderstood as only offering easier worksheets or tasks to some 'low achieving' pupils." NASEN.

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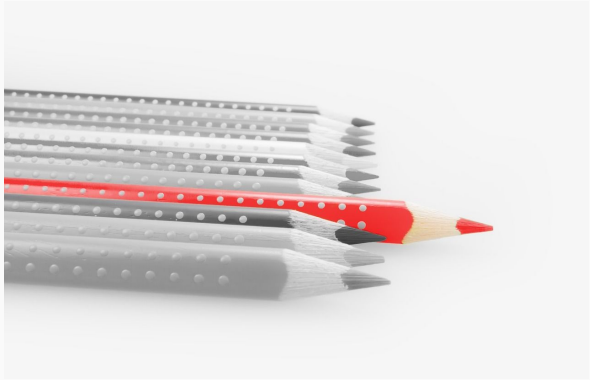
- It was well intentioned, to make sure the curriculum and progress was accessible for all learners.
- Differentiation often provided ‘evidence’ of support and challenge in the classroom.

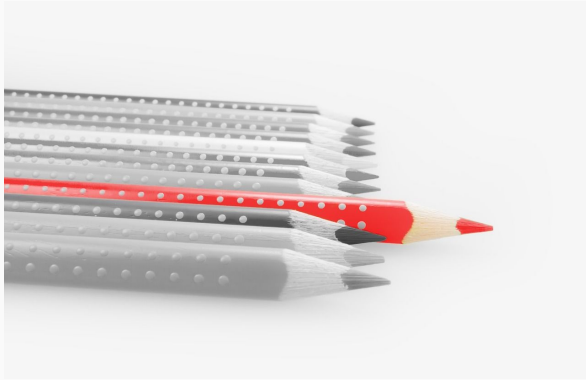
Differentiation in the classroom …

- Differentiation led to teachers creating ‘different’ tasks and resources for other learners. This could be with learning objectives, worksheets or even the use of seating plans.



Differentiation in the classroom …

- Differentiation led to teachers creating ‘different’ tasks and resources for other learners. This could be with learning objectives, worksheets or even the use of seating plans.
- This had a negative impact on **teacher workload** and **lowering standards and expectations** in the classroom. It potentially alienated or embarrassed some learners.



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- Despite being well-intentioned it became **‘lethally mutated’**, falling out of favour and fashion, with teachers and leaders looking for another way to support and challenge all learners.

“Lethal mutations”
in the classroom …

“If teachers do not understand the principles behind such practices, they may modify ideas and techniques to such an extent that they are so far removed from the original concept or suggestion that it is no longer effective, or even counterproductive—a lethal mutation.”

Jones & Wiliam (2022)

Does it help or hinder learning?

What is Adaptive Teaching?

There is recognition that learners require additional support or challenge.

The teacher doesn't create different tasks for different students (although this still could be a requirement).

What is Adaptive Teaching?

There are ambitious goals for all & the teacher can help learners to achieve the learning intention(s).

The ECF (2021) has stated: *"Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations."*

Adaptive teaching is simply

… **great teaching!**

What is Adaptive Expertise?

"If teachers just learn a technique, they may have "**routine expertise**" allowing them to perform it effectively under standard conditions. But to adapt and apply it in a different situation needs"**adaptive expertise": ** an understanding of why, when and how."

Prof Rob Coe, Evidence Based Education (2024)

Adaptive Teaching & Expertise in action

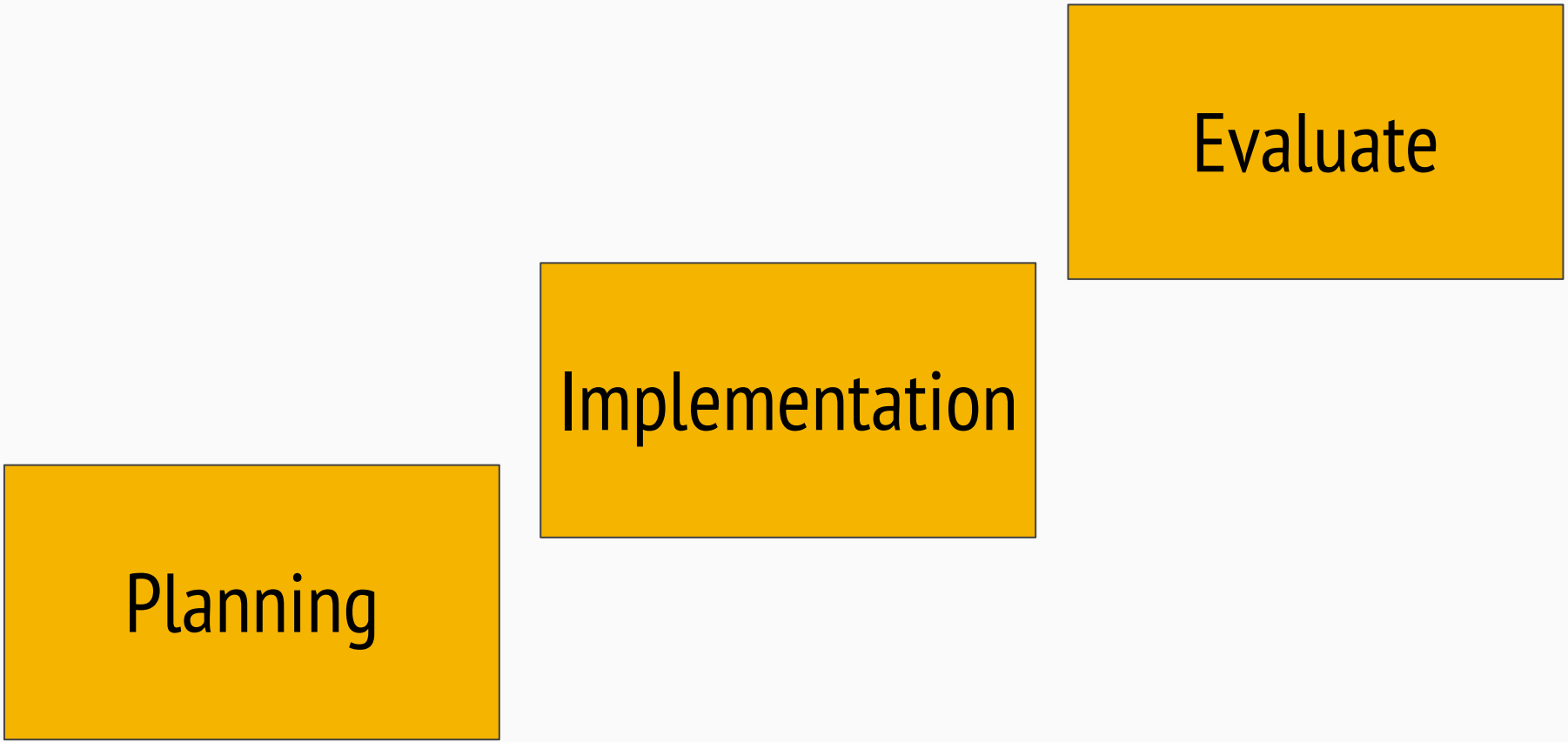
Planning

Adaptive Teaching & Expertise in action

Implementation

Planning

Adaptive Teaching & Expertise in action



PIE: Plan - Implement - Evaluate

Planning:

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- What problem can it solve?
- How will it support teaching and learning?
- What preparation is required to give the technique the best chance of success?

Implementation:

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Adaptive teaching requires knowledge of the curriculum, pedagogy and learners in the classroom.

Adaptive expertise enables teachers to do so in a range of classroom contexts and conditions.

Evaluation:

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Evaluation and reflection can & should be at an individual, departmental/phase and whole school level.

What does this look like in the classroom?

Planning - Implementation - Evaluation: Example for the classroom

Think – Pair – Share is a way to structure pair discussion in response to a question or statement. It involves whole class participation.

Planning:

Seating Plans: When creating a seating plan for the class it is important to consider TPS and other activities which require learners to engage and communicate. Students will be required to work together therefore avoiding situations where conflict may arise, or a lack of engagement can be very helpful.

Planning:

Question design: TPS can be used for closed questions, but this is not always ideal as there is little room for discussion. The question design is an important part of the planning stage. TPS can be used for students to answer a key question, solve a problem, debate a statement provided or express their views and opinions. Images can also be used to prompt discussion and reflection and can be used with younger learners or to support students with SEND or EAL.

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- Opinion: In Blood Brothers, which character do you feel the most sympathy for and why?

Planning:

TPS can be used as an opportunity for **retrieval practice,** where students recall information from long term memory. Alternatively, students may be allowed to refer to class notes or prompts for support, but it is important they don't simply find an answer to copy or regurgitate. Purpose should be central when planning lessons and tasks.

Implementation (Think stage):

Jones and Wiliam (2021) advise teachers not to ‘skimp on the think’.

Potential problems teachers have with the thinking stage are:

How do teachers know what students are thinking about?

How much time should be provided for thinking time?

How to maintain student focus and attention?

Implementation (Think stage):

Write it down: A solution to these potential problems can be to ask students to write down their responses (in their books or on Show Me Boards). Writing down responses also supports students with the **limitations of working memory**, so that when they are ready to share their response with their partner if they forget they have a written record to refer to (cognitive offloading).

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There are several ways the teacher can address this through planning or live in the lesson.

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Circulate the classroom: The teacher can listen to as many conversations as possible, observing, asking questions and checking for understanding and accuracy.

Implementation (Pair stage):

Structuring dialogue: Another option to structure the conversation is to **label students 1 and 2**. One person talks when instructed and they are given a set amount of time. The partner must listen, not interrupt, and then on the instruction of the teacher they swap roles. This prevents one student dominating the conversation, ensures both participate and stresses the importance of listening to one another.

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ABC - Add, Build, Challenge or Confirm. This can also be used to support and structure the pair conversation.

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Question prompts or sentence starters can be provided for students as additional support to structure and guide conversations.

Implementation (Share stage):

Whole class response: There are several approaches a teacher can adopt including '**Cold Calling**', followed by a **hands up approach** to find out if any other students wish to contribute.

Another way to share whole class responses can be the use of **Show Me Boards/Mini White Boards.**

Implementation (Share stage):

"Stuart did you agree with the answer Jamie provided?"

"Kate, can you tell us what Rob told you?"

"Hannah what conclusion did you and Matt reach?"

Implementation (Share stage):

Building confidence: At this stage learners are sharing their rehearsed and prepared answers, this can help to build confidence. During the pair stage the teacher can give feedback to a student for example, " *That answer is correct, a very clear explanation John*."

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- How can TPS be used to inform future planning, for example in the short term with additional questioning or further explanation or in the long term, making a note to revisit at a later date?
- Is TPS being used to maximise learning in the classroom? How do you know the impact?

But ...

Increased workload?

But ...

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Extra time?

But ...

Increased workload?

Extra time?

Do I need to do this?

Little changes,

big impact!

If we take the time to master teaching & learning techniques in the classroom, adaptive expertise can take place to maximise opportunities for learning (and therefore minimise wasted time in a lesson) to move learning forwards.

Adaptive expertise:

Examples of actionable feedback to move learning forwards …

“The quality of learning interactions between teachers and students is central to the learning process.”

The Model for Great Teaching: Evidence Review (2020)

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The teacher can use their knowledge of the students, content and task to plan the appropriate form of feedback.

Example:

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The teacher plans to use a selection of actionable feedback techniques with individual and whole class feedback.

The Detective Strategy (Dylan Wiliam)

World War One broke out in 1912 and ended in 1918. There were several causes of the war, including militaryism, the alliances, imperialism, nationalism and the assassination of Franz Ferdinand in 1914. I believe all causes were significant but the most important factor was the assassination, as it sparked outrage and encouraged countries to fight.

Teacher: "One of the historical dates is wrong and a key term is spelt incorrectly. Find and fix the errors."

Dot Marking

- *World War One broke out in 1912 and ended in 1918. There were several causes of the war, including*
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Helpful highlighting/Useful underlining

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Literacy/Marking Codes

✓	Correct use of literacy and knowledge.	P	Check and correct punctuation.
Sp	Check and correct spelling.	V	Opportunity for vocabulary.
Gr	Check and correct grammar.	WM	A word or phrase is missing.
NP//	New paragraph needed.	WW	Wrong word - homophone e.g. their/they're/there
M	Meaning is unclear or inappropriate language is used.	WT	Wrong tense.
C	Check and correct use of capital letters.	FS	Write in full sentences.

WO - Working out (needs to be shown)

U - Include your units

A - Use algebraic methods

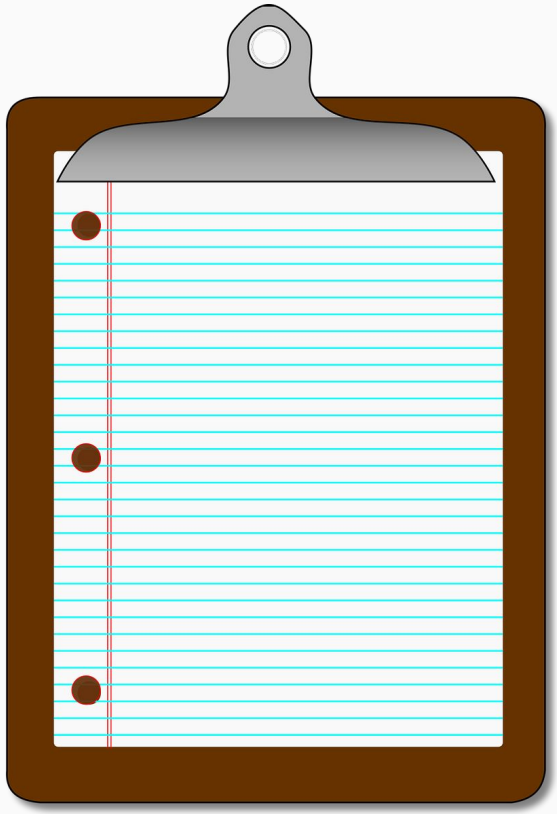
CC - Check your calculations, your method is correct

R - Ruler needed

DDP - Draw diagrams in pencil

Whole Class Feedback (in the lesson)

Highlights:	Areas for development:
Literacy:	**Task:**



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- Adaptive expertise can be considered and applied in the planning, implementation and evaluation (PIE) stages of teaching and learning.
- Little changes, big impact - regular reflection is key.

@KateJones_Teach on social media

Images taken from Pixabay.com