

# Making the most of ITAPs

**Ruth Bailey - University of Bristol**



# ITAPs



- 20 days
- Focus from the CCF
- Can be in university or in school
- Can be subject related or generic

“Put simply, it’s taking a laser-focused look at key aspects of teaching to make the link between the theory and practice in a short time, with live feedback to help trainees develop rapidly in foundational areas that the rest of their practice can then be built upon.” Calum Davey, NIOT

# University of Bristol approach



## Principles:

- link with our overall programme e.g., 3 phases; spiral curriculum; focus on subject teaching
- recreate approaches we already have
- ensure that there is enough 'intensity' – a 'laser focused look'

# ITAPs – our way



ITAP focus	Induction	Assimilation	Extension	Total
Subject Pedagogy	2	3	2	7
Inclusion	2	1 1/2	1 1/2	5
Behaviour for learning	2	2	1	5
Assessment	1 1/2	1	1/2	3

# ITAPs – our way

University of Bristol - Calendar 2024-25

02 09 24	1	Intro Reg	Primary Report	SUB	EPS	SUB
09 09 24	2	SUB	EPS	EPS	SUB	SUB
16 09 24	3	SUB ITAP SP	EPS ITAP BM 1/2	EPS ITAP Inc 1/2	SUB – ITAP in school - SP	SUB PT meeting
23 09 24	4	SUB ITAP BM 1/2			ITAP - BM	SUB
30 09 24	5	SUB ITAP Inc 1/2			ITAP - Inc	SUB
7 10 24	6	SUB ITAP Ass 1/2			ITAP - Ass	SUB
14 10 24	7					SUB
21 10 24	8					
28 10 24	9	Study	Study	Study	Study	Study
04 11 24	10					
11 11 24	11					
18 11 24	12					
25 11 24	13					
02 12 24	14	SUB	EPS	EPS	SUB	SUB

# ITAP structure



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 practise 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	Co-planning	Quizzes
Interviews	Expert modelling	Digital approximations	Lesson study	Portfolios

Framework informed by: Grossman, P. (2018) (ed.) Teaching Core Practices in Teacher Education, Cambridge, MA: Harvard University Press and Teaching Works (2022). Teacher Education Pedagogies website, Ann Arbor, MI: University of Michigan.

# Enact



ENACT
<i>Receiving support to apply learning in the classroom</i>
Instructional coaching
Team teaching
Co-planning
Lesson study

+ lesson play  
- creating dialogues that could happen in a lesson. How would pupils respond? What would you say as a teacher?


Question:  
How relevant are instructional coaching and lesson study to ITAPs?




# Instructional coaching

## 6 WAYS TO WORK WITH AN INSTRUCTIONAL COACH


Instructional coaches form non-evaluative mutually beneficial partnerships with teachers and administrators to support the implementation of research-based best practices.

**#1: Focus**


Collaborate with a coach to prioritize and categorize all the things you want to accomplish. Your 'to-do' list may not be as long as you think.

**#2: Set & Meet Goals**


Partner with a coach to set a goal, create a plan to meet the goal, and troubleshoot if problems arise.

**#3: Support PD**


In the age of self-directed PD there are countless options for professional learning: Twitter/Voxer chats, EdCamps, workshops, books, blogs, podcasts, etc. Work with a coach to incorporate learning from a PD.

**#4: Observe**


Partner with a coach to use tools like video recording and peer observation to gain insight into your practice. Discover what works and what needs to be adjusted.

**#5: Instruct**

Have a coach model or co-teach a learning strategy, questioning technique, or tech tool. Partner to analyze content and technique used.

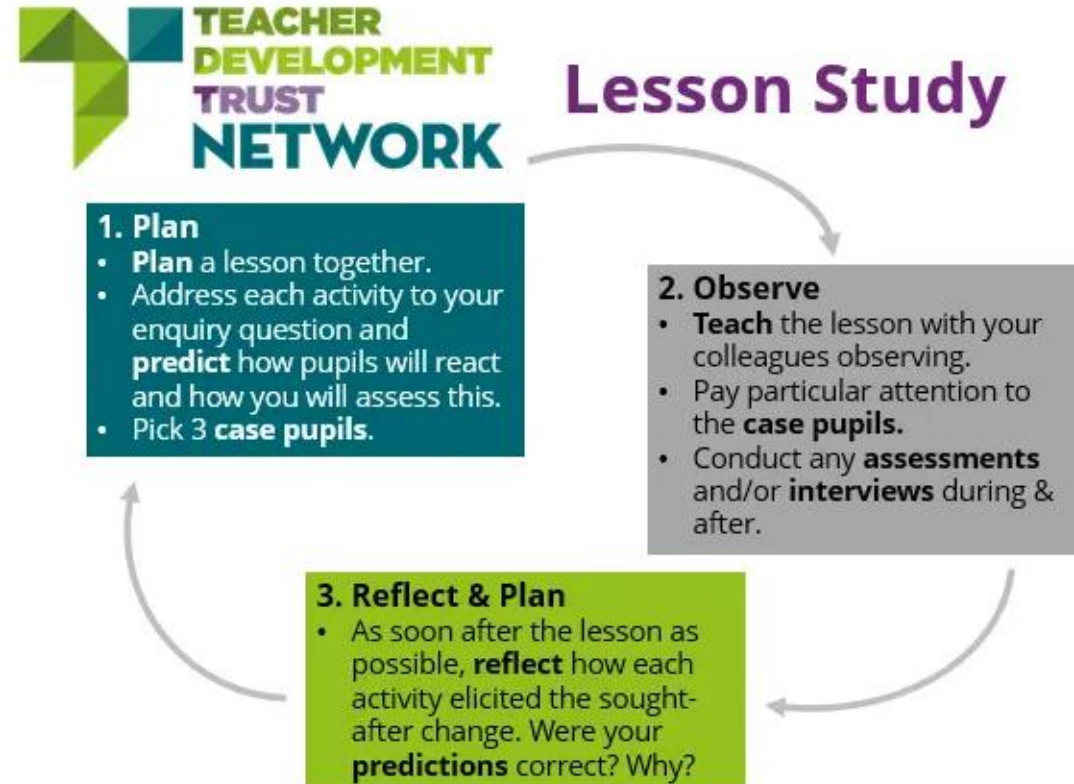
**#6: Assess**

Work with a coach to examine assessments. Determine if assessments are really giving you the information you need. Plan next steps using the appropriate evidence to inform your instruction.

Created by Lisa Westman  
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# Lesson study



# Dilemmas



ENACT
<i>Receiving support to apply learning in the classroom</i>
Instructional coaching
Team teaching
Co-planning
Lesson study

- ITAP as more tasks... how can we keep follow on tasks to a minimum?
- Practising teaching in a low-stakes context - in placement school - mentor training?
- Will our ITAP experiences be 'intensive' enough?
- Will the student teacher experience them as different or intensive?

[What is Intensive Training and Practice? - The National Institute of Teaching \(niot.org.uk\)](http://www.niot.org.uk)

# MFL ITAP plans -overview

Induction Phase				
Week	Links to the wider curriculum	Context	Content Focus	Activity
3		1 day in university (SUB)	Introduction to <b>lesson planning</b>	Lecture input/ deconstructing an MFL lesson/ microteaching – delivering the first part of a planned lesson
3		1 day in school – not placement school – lead partner school	Use of the <b>target language</b>	Lecture input (delivery by lead mentor), observation of a lesson, small group tasks.
Assimilation Phase				
Week	Links to the wider curriculum	Context	Content Focus	Activity
15		1 day in university (SUB)	Embedding <b>phonics</b> in the curriculum	Input, language group workshops (those from different languages teach each other), peer teaching session focussed on phonics.
1		1 day in school – placement school	<b>Lesson planning 2</b> (focus on medium term planning)	Discussion/critique of a medium-term plan or segment of a departmental scheme of work. <b>Working with the AT</b> to plan a medium-term plan for one class
3		1 day in university (Recall Day)	Focus on <b>Key Stage 4</b>	Input, workshop for moderation of speaking assessments. Microteaching based on presentation of a new topic.
Extension Phase				
Week	Links to the wider curriculum	Context	Content Focus	Activity
2		1 day in university (SUB)	<b>Creativity</b> in MFL (use of film and ICT in the classroom)	Making a film for a Key Stage 3 class/ researching and presenting an ICT application to peers, together with analysis of the pedagogy.
10		1 day in university (SUB)	Subject <b>pedagogies</b>	Exploring Conti, sentence builders (input and workshop/microteaching)

# ITAP – target language

MFL Subject Pedagogy ITAP aims:

- to consider the value of target language use in MFL teaching
- to explore the barriers to TL use
- to find solutions and ways to support TL use
- to observe practice
- to try out TL strategies

ITAP structure	Draft plans (school-based)
Introduce	Lecture – TL use in MFL teaching with reference to research and examples
Analyse	Observe 2 lessons in school and analyse TL use, using TL audit
Prepare	In pairs – prepare a 10-minute lesson sequence, demonstrating effective use of TL and TL strategies
Enact	Carry out the lesson with peers. Reviewed by lead mentor and class teachers.
Assess	Reflection on TL strategies in ITAP portfolio – setting own targets.

# ITAP - creativity

MFL Subject Pedagogy ITAP aims:

- to introduce the value of pupil and teacher creativity
- to explore the place of film and the moving image in MFL teaching and learning
- to review the place of culture in MFL teaching and learning
- to gain 'hands on' experience of film-making
- to trial film-making in schools

ITAP structure	Draft plans (university-based)
Introduce	Lecture - creativity and use of film /moving image
Analyse	Deconstruct examples of use of film in MFL and pupil/teacher made films
Prepare	Create a film for use with KS3 pupils or create a short lesson sequence around the use of a film extract
Enact	Share with another group on the ITAP day. Trial the resource in school.
Assess	Feedback on lesson in school - in ITAP portfolio



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**Enjoy your  
holidays!**

**Thank you**

