Primary
National Strategy

Leading on intervention
Material for presenters

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Leading teachers for intervention

Materials to support the training and development of leading teachers in intervention

Introduction

These materials have been put together to help you in your work supporting the development of leading teachers for intervention in your local authority (LA).

The majority of the resources to support leading teachers are available on the CD-ROM **Leading on Intervention (Ref: 03817-2006CDO-EN)**

Wherever this file refers to a resource that is on the CD-ROM the pathway to that resource is described as follows:

section of the CD > subsection > title of section > title of resource

You can also search for documents by title or look up resources in the resource library.

Our suggestion is that you use the structure of the CD-ROM to inform the structure of any training for leading teachers, ensuring that they receive training on:

- the national and local context;

- intervention in the school improvement cycle;

- how best to support schools and settings.

However, each LA will be best placed to decide their own structure and content.

This file will help you to think about how best to introduce the CD-ROM materials and to use them to support the teachers and other staff in your LA.

There are suggested activities which you may find useful. You will, however, want to adapt or rewrite activities to suit your own context and purposes and these materials are intended to guide rather than prescribe your activity.

Section 1: The national and local context

The first section of the CD-ROM provides resources to help leading teachers understand and communicate the current national context.

There are five presentations, which cover the introduction of:

- inclusion;

- inclusive teaching;

- personalisation;

- the special educational needs (SEN) framework;

- ethnic minority achievement (EMA).

You may find it useful to use the slides or notes from these presentations to present information about the national context. All of the presentations should be guided by the following themes.

1. Quality teaching and personalised learning come from an inclusive approach to classroom practice where the needs and achievements of all children, whatever their starting points, are taken into account.

2. The wave model of intervention starts from the premise that Wave 1 is the effective inclusion of all children in high quality learning and teaching. This should be the starting point for any school reviewing their provision.

3. High expectations of children and the progress they will make are always appropriate, as is an expectation that every young person's needs will be assessed and their talents developed through appropriate and diverse teaching strategies.

You will of course want to set your training within your local context.

You may want to offer leading teachers an introduction to:

- local data and data systems;

- local arrangements for partnerships, trusts, Every Child Matters, etc.;

- local arrangements for deployment and support for leading teachers;

- local arrangements for the monitoring and evaluation of intervention provision.

The following activity could help you to introduce your local context and help leading teachers define and refine priorities for development in their schools.

Activity 1.1

Resources

Leading on Intervention CD-ROM
Supporting schools and settings > An intervention toolkit > Grid A, Key issues
Printed copies of page 3 of Grid A, Key issues *(supplied here as handout 1.1)*
Flipcharts and pens

Organisation

Participants work in small groups (maximum of five participants per group)

Suggested timing

30 minutes

Group discussion (15 minutes)

Ask participants to look at the grid on **handout 1.1** and think about where they would place the schools they work with.

Ask them, in their groups, to discuss the following.

1. What is working well? Where and why?

2. What are the areas for development?

Feedback (15 minutes)

Collect feedback on two flipcharts.

1. What is working well? Where and why?

2. What are the areas for development?

Try to draw out:

*   common strengths;

*   common areas for development (those that future training could address);

*   areas where practice could be shared to support development.

Note: If this session is run at the beginning of the day, the flipcharts could be left out as the training progresses. It will then be possible to refer to them as the day progresses, pointing out areas where there is local expertise and specific areas of the CD-ROM that could help with development.

Handout 1.1 (for use with activity 1.1: The national and local context)

Issue	Focusing level	Developing level	Establishing level	Enhanced level
5 Tailoring learning and teaching in the classroom	Staff seek to make work interesting and varied. There is evidence of some variety of teaching styles. There is some differentiation. Children understand what they are expected to do and tasks generally have sufficient challenge. Curriculum entitlement and targeted intervention are complementary. The National Curriculum Inclusion Statement is implemented.	In the classrooms there is a good match between learning styles, teaching styles and individual objectives. There is some evidence of differentiation by learning objectives, teaching styles and access strategies. Children are set suitably challenging learning targets. Learning within intervention informs and is sustained by class teaching.	Planning and teaching demonstrates appropriate challenge in all lessons. Teaching styles are matched to children's learning styles, and access strategies are used to overcome barriers to learning. Planning is based on differentiated curricular targets and supplemented by additional individual targets. Targets and success criteria are negotiated and shared with children. A system ensures that learning and teaching within intervention informs planning and teaching for the whole class.	Planning and teaching demonstrate that the full range of individual needs has been identified. All teaching is stimulating, enthusiastic and consistently challenging for all children. A variety of teaching styles, classroom management techniques and access strategies are used. Teaching promotes equality of opportunity. A whole-school system ensures that learning and teaching within intervention informs planning and teaching for the whole class.
6 Choosing and using appropriate interventions	The school is familiar with the evidence base of 'what works', and uses this to select appropriate time-limited interventions at Waves 2 and 3.	The school is familiar with the evidence base of 'what works', and uses this to ensure an appropriate range of time-limited interventions, including PNS and other programmes. Intervention at Waves 2 and 3 is mapped across year groups. Children's entitlement to a broad and balanced curriculum is maintained.	The school is familiar with the evidence base of 'what works', and uses this to ensure an appropriate range of time-limited interventions, including PNS and other programmes. Intervention at Waves 2 and 3 is mapped across year groups. Early intervention is promoted, and children's entitlement to a broad and balanced curriculum is maintained.	The whole-school strategy for the three waves of intervention ensures that quality, inclusive teaching for all and layered intervention is matched to pupils' needs as early as possible. Intervention is time-limited, includes both PNS and other programmes, and has robust evidence and school-based impact data. Systematic planning and mapping ensures curriculum entitlement, effective use of resources, and deployment of trained staff.

Section 2: The school improvement cycle

This section provides the majority of the resources to help leading teachers support schools to manage and develop intervention.

Some children need something additional to high quality inclusive teaching in order to achieve success. It is this that we term 'intervention'. The National Strategies advocate a systematic approach based on three waves of teaching and intervention.

Wave 1: High quality inclusive teaching supported by effective whole-school policies.

Wave 2: Wave 1 plus intervention designed to increase rates of progress and put children back on course to meet or exceed national expectations.

Wave 3: Wave 1 plus increasingly personalised intervention to maximise progress and minimise gaps in achievement.

The three waves model of intervention provides a useful management tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs. These materials aim to encourage and support leading teachers and schools to use the three waves model of intervention within the context of the school improvement cycle.

You may find it useful to show or project the opening page of the improvement cycle section on the CD-ROM and talk participants through the organisation of the section using the following notes.

1. How well are we doing?

This section supports the collection and analysis of information for school self-evaluation The information is arranged under the following headings.

- Underachieving groups;

- Team approach to gathering information;

- Presence, participation and achievement;

- Engaging colleagues in your own school;

- Core information to gather;

- Academic attainment.

2. How well should we be doing?

This section supports comparative analyses on:

- comparing your school with similar schools;

- comparing end of key stage outcomes for particular groups with the outcomes of those groups in previous years;

- comparing end of key stage outcomes for particular groups with the outcomes of those groups nationally.

3. What more do we want to achieve?

This section deals with the target-setting process, and includes:

* information on target setting;

* a case study of the process in practice;

* information about translating numerical targets into curricular targets.

4. What must we do to make it happen?

This section supports 'target getting' – what the leading intervention teacher needs to know about helping schools achieve the targets they have set themselves. It looks at:

* using self-review tools to identify school improvement priorities;

* strengthening the quality of everyday inclusive teaching;

* planning and using effective additional interventions;

* steps to building a provision map.

5. Taking action and reviewing progress

The final part supports putting plans into action and explores some of the management and implementation issues that leading teachers may come across. This section covers:

* matching children to the appropriate provision;

* making sure that children's experience is coherent;

* interpreting and evaluating progress;

* monitoring and evaluating particular provisions;

* the effective management of the work of teaching assistants;

* involving parents and carers.

Rather than simply talking through the materials, you may wish to engage participants in considering and putting forward their own initial ideas about promoting effective intervention. The following activity may be helpful.

Activity 2.1

Resources

Flipcharts, sticky notes and pens

Organisation

Participants work in small groups

Suggested timing

20 minutes

Ask participants, in small groups, to use flipchart paper and sticky notes to create a 'spray' of factors that affect the planning and development of effective waves of intervention (arranged based on the diagram below). After 10 minutes, invite participants to consider whether the factors might be grouped in any way.

Factors
affecting
waves of
intervention
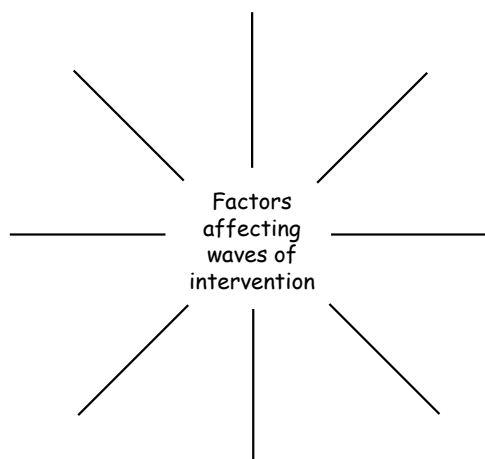
Feedback (15 minutes)

Ask participants to consider the implications for what a leading teacher for intervention should do to help a school ensure systematic and effective waves of intervention. Collect feedback on three flipcharts, each with one of the headings: Must, Should, Could.

Activity 2.2

Resources

Copies of *Leading on Intervention* CD-ROM

Access to laptop computers

Organisation

Participants work individually or in pairs

Suggested timing

50 minutes

You will of course want to allow some time for participants to explore the CD-ROM materials. The following notes may be helpful in giving further context and setting a specific purpose for searching the materials.

You may find it helpful to emphasise the following.

- Our aims are to raise achievement for all and to 'close the gap'. We seek to raise achievement for all through high quality inclusive teaching (Wave 1). We seek to close the gap by ensuring that as many children as possible are achieving at or above age-related expectations and that the progress of low-attaining children is accelerated or maximised (Waves 2 and 3).

- Achievement and standards in primary education have never been higher and we are beginning to see year-on-year improvements (for example year-on-year reduction in the number of children achieving below level 3 at the end of Key Stage 2), but there is much more to do.

- A local field force, such as leading teachers for intervention, can help schools, teachers and practitioners in setting and getting targets to help achieve these aims.

- The waves of intervention model provides a common language and systematic approach to school improvement and underpins the National Strategies approach.

- The ARROW acronym can help leading teachers consider some key factors that influence the success or otherwise of their work with schools.

ARROW

Awareness and **R**esponsibility

Unless schools, teachers and practitioners are aware that there is an issue and have some sense of ownership that it is their responsibility to do something about it, rather than the responsibility of someone else (such as a leading teacher for intervention), it is unlikely that behaviour or outcomes will change. This might seem to be common sense, but often a lack of progress can be traced back to a lack of commitment or confidence. Confidence can be built by ensuring that colleagues are clear about the issue and about the contribution they need to make.

Reality check

Robust self-evaluation lies at the heart of school improvement. Leading teachers for intervention should expect to support schools in using a rich range of data to clearly identify relevant strengths and areas for improvement.

Options and **W**ho, what, etc.

Leading teachers' support for schools includes:

- supporting schools in looking at a range of possible options;

- contributing to other key areas, for example deciding on priorities for development or provision, and planning, monitoring and evaluating impact.

You might ask participants, working individually or in pairs, to explore the materials, particularly the school improvement cycle section. They should note the strengths of the materials or any particular gaps in their content. Ask whether participants think that the materials will help leading teachers for intervention support schools in developing:

Awareness of the issues and Responsibility for action;
Reality check – developing robust self-evaluation;
Options and Who, what, etc. – systematically planning, implementing and evaluating intervention.

Feedback

Ask participants to share their ideas about the materials. Collect feedback on the strengths of the materials and any particular gaps in their content. Emphasise that these materials will continue to be developed and are, in essence, the first part of the wider and more comprehensive Inclusion Development Programme. Try to draw out specific examples of strengths or gaps. The feedback may well have implications for both the National Strategies and the LA. The National Strategies would welcome feedback as well as offers of specific contributions, for example case studies.

Section 3: Supporting schools and settings

This section is divided into three parts.

1. The intervention toolkit

This is a link to an online self-evaluation tool that helps schools to define issues, evidence and actions along the continuum 'focusing, developing, establishing, enhancing'.

Leading teachers will want to encourage school leadership teams with whom they are working to use the online tool.

However, the grids that provide the descriptors underpinning the online tool are also provided here as Microsoft Word documents. These grids will help leading teachers to see progression in terms of collection of evidence and actions and may well be useful to guide action planning.

LAs may want to use the grids with leading teachers when they are planning their work or for highlighting appropriate evidence for monitoring and evaluation of impact.

2. Professional development meetings (PDMs)

There are four comprehensive PDMs which are available as printable Word documents.

These PDMs are designed to help leading teachers to present the material on this CD-ROM to staff in schools. They use materials and ways of thinking highlighted in the CD-ROM but also link to other National Strategy materials.

Important points to make to leading teachers about these PDMs

- The PDMs build on the material on the CD-ROM – particularly the material in the 'Improvement cycle' section. It is important that leading teachers have a secure understanding of the content of this section before they deliver the PDM.

- These activities and prompts are intended as guides only, leading teachers will want to adapt the content to ensure that they are meeting the specific needs of the school within which they are working.

- Examples of practice from the schools within which they are working will be powerful and wherever possible real-life examples should be used.

- There is a lot of material in each PDM. It is likely that each one would cover more than one staff meeting and the timing and use of the material should be adapted accordingly.

All of the PDMs should be underpinned by the following themes.

1. Quality teaching and personalised learning come from an inclusive approach to classroom practice where the needs and achievements of all children, whatever their starting points, are taken into account.

2. The wave model of intervention starts from the premise that Wave 1 is the effective inclusion of all children in high quality learning and teaching. This should be the starting point for any school reviewing their provision.

3. High expectations of children and the progress they will make are always appropriate, as is an expectation that every young person's needs will be assessed and their talents developed through appropriate and diverse teaching strategies.

3. Leading teaching – ways of working

This section contains a wealth of information about the skills and knowledge needed to work as a leading teacher. It is particularly concerned with developing leading teachers' coaching skills.

It is not intended that leading teachers read everything in this section or 'work through it' but that it provides a range of supportive material that helps them to develop their skills and understanding of working with others.

You may want to plan to use some of the CD-ROM resources as part of your leading on intervention training. The following activities are suggestions for the way in which the materials could be used.

Activity 3.1

Resources

Leading on Intervention CD-ROM

'Qualities of successful leading teachers'
Supporting schools and settings > Leading teaching – ways of working > B. Developing and tailoring styles for leading teaching > Qualities of successful leading teachers, page 1

'The skills/motivation matrix'
Supporting schools and settings > Leading teaching – ways of working > B. Developing and tailoring styles for leading teaching > Qualities of successful leading teachers, page 2

Note: The two pages referred to above are reproduced here as handouts 3.11 and 3.12. However, participants will get much more benefit if they do this activity with the page from the CD-ROM in front of them wherever possible.

Suggested timing

20 minutes for small-group work
10 minutes for discussion

Organisation

Participants work in small groups (about four participants per group), then as a whole group

Small-group work

Ask participants to look at the list of qualities of successful leading teachers and, in their groups, to discuss and decide the following.

- Do they agree with this list?

- Are there any qualities they would add?

Click through to page 2: The skills/motivation matrix.

With participants, discuss each of the areas.
There may well be times when leading teachers will have to exhibit all of these behaviours, Ask participants to define some examples of when leading teachers may need to delegate, inspire, direct and guide.

Whole-group discussion

Ask participants: Which qualities will leading teachers need to develop to move those they are working with towards 'high motivation' or 'high skills'?

Qualities of successful leading teachers

Successful leading teachers demonstrate the following qualities.
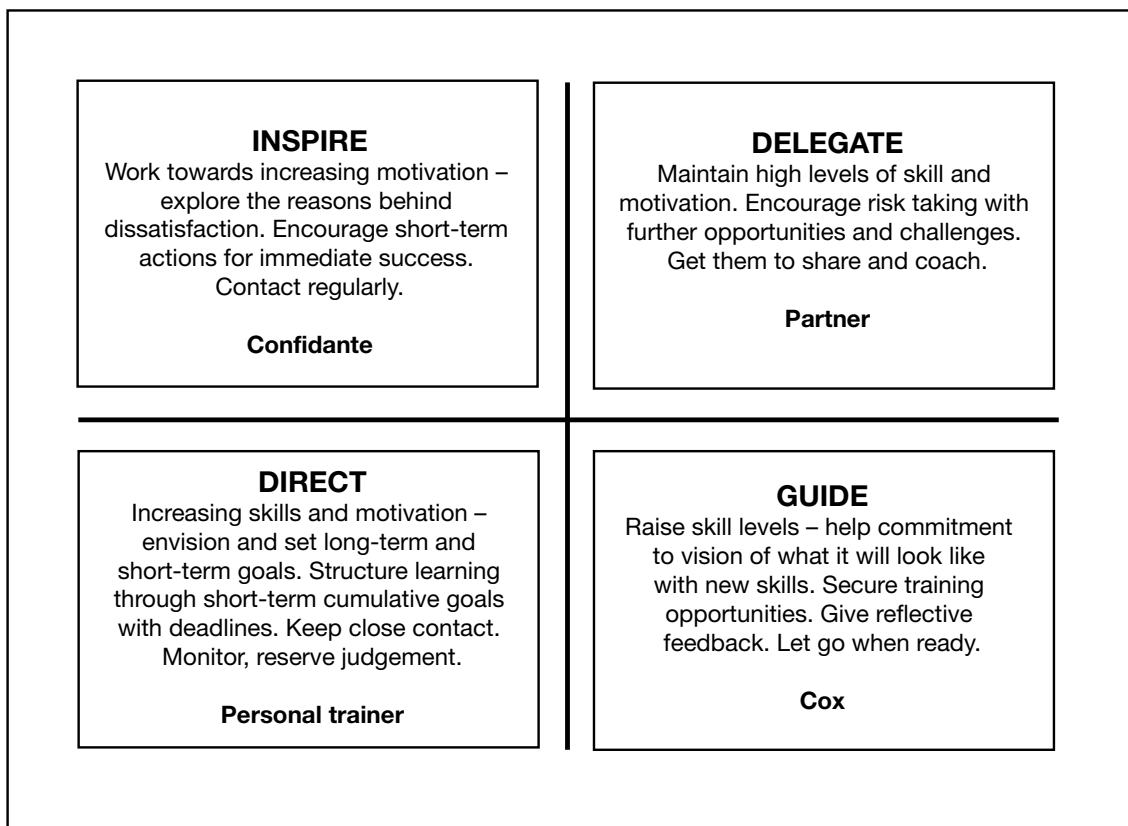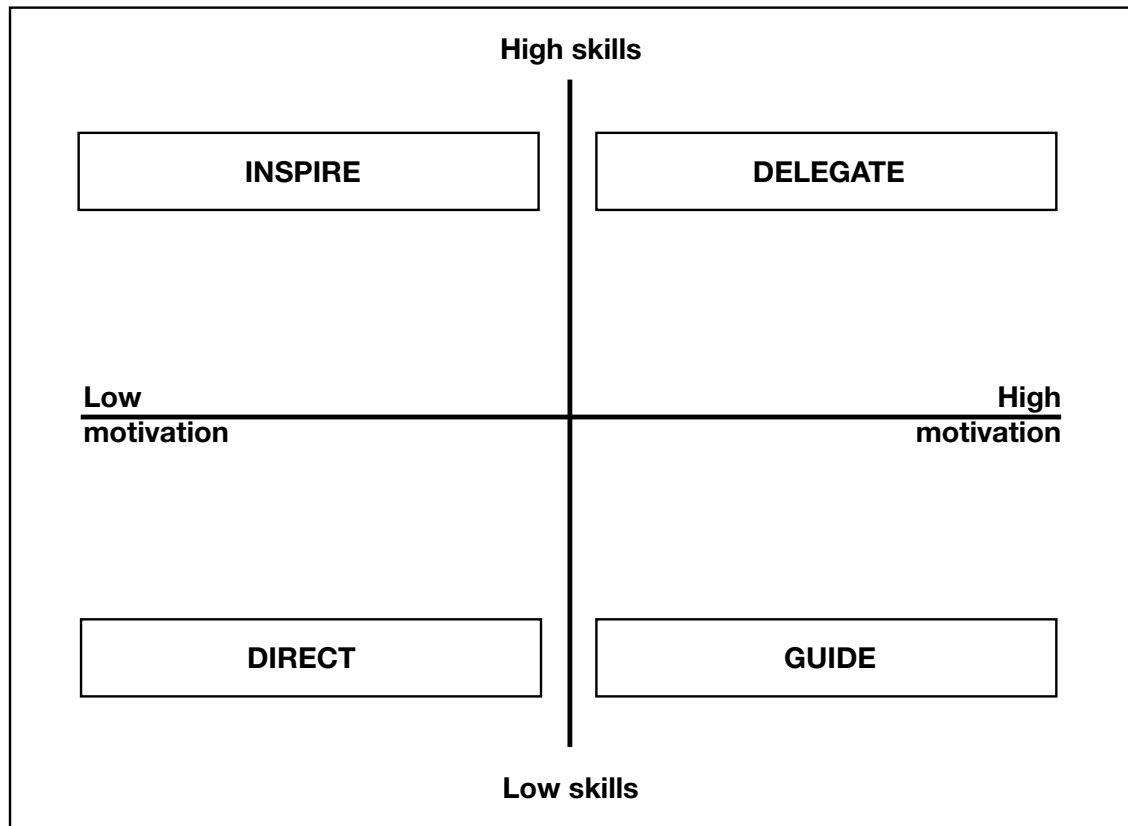
- Empathy and self-awareness: a capacity to read other people's concerns and feelings with a knowledge of one's own feelings, strengths and weaknesses

- Flexibility and creativity: a capacity to see where opportunities lie

- Trust, openness and honesty: a capacity to enable confidence to grow and to tell things as they see them

- Optimism, patience and consistency: a capacity to be hopeful even in adversity, to stick with a difficulty through to a successful outcome and to remain constant in the provision of advice and encouragement.

To do this you will need to:

- collect information from partner teachers that enlightens issues and problems;

- ask good questions to promote clarity on issues and create shared dialogue;

- listen attentively to ensure that you gain insight into the experience of others;

- provide good non-judgmental feedback that enables others to build good outcomes, and commit to agreed action.

The skills/motivation matrix

Adapted from *Pathways to Coaching* (2001) TLO, p.10

High skills

| INSPIRE | DELEGATE |

Low   **High**
motivation   **motivation**

| DIRECT | GUIDE |

Low skills

INSPIRE
Work towards increasing motivation –
explore the reasons behind
dissatisfaction. Encourage short-term
actions for immediate success.
Contact regularly.

Confidante

DELEGATE
Maintain high levels of skill and
motivation. Encourage risk taking with
further opportunities and challenges.
Get them to share and coach.

Partner

DIRECT
Increasing skills and motivation –
envision and set long-term and
short-term goals. Structure learning
through short-term cumulative goals
with deadlines. Keep close contact.
Monitor, reserve judgement.

Personal trainer

GUIDE
Raise skill levels – help commitment
to vision of what it will look like
with new skills. Secure training
opportunities. Give reflective
feedback. Let go when ready.

Cox

Activity 3.2: Four types of talking

Resources

Leading on Intervention CD-ROM
Supporting schools and settings > Leading teaching – ways of working > B. Developing and tailoring styles for leading teaching> Four types of talking

Organisation

Participants work individually, then as a whole group

It is suggested that this activity takes place between two sessions to serve the following purposes.

1. To help leading teachers get to know the resource.

2. To help leading teachers reflect on the ways in which they interact with other staff.

Part 1

Ask participants, working individually, to:

- investigate the section called 'Four types of talking';

- think about the different interactions they have with other adults during their day-to-day work (particularly those whose actions they are trying to influence);

- note down those interactions that are particularly successful and those that are unsuccessful. Ask participants to try to identify the kinds of dialogue, exchange or transaction that made an interaction successful or unsuccessful.

Part 2

(This could perhaps take place at the beginning of a session.)

Lead a short discussion about:

- the kinds of talk that move people's practice forward;

- the tools or content on the CD-ROM that were useful and those that were unhelpful.

Similar homework-type activities could be structured for the following parts of this section:

'The differences between coaching and mentoring'
Supporting schools and settings > Leading teaching – ways of working > C. What is leading teaching? > The national framework

'Listening'
Supporting schools and settings > Leading teaching – ways of working > B. Developing and tailoring styles for leading teaching

'Knowing yourself'
Supporting schools and settings > Leading teaching – Ways of working > D. What makes a good leading teacher? > Listening

Activity 3.3: Four stages of coaching

Resources

Leading on Intervention CD-ROM

Supporting schools and settings > Leading teaching – Ways of working > E. Leading teaching in action > Structuring a session

Note: This page is reproduced here as handout 3.31. It is however, much better if leading teachers can access the interactive diagram on the CD-ROM.

Handout 3.32 – two copies for each participant

Organisation

Participants work individually, in pairs, small groups and as a whole group

Timing

1 hour

1. Individual work (15 minutes)

Ask participants to look at **handout 3.31**, which shows how a coaching model can map onto the cycle for school improvement.

They should use this model to try and plot an experience they **have had** on the grid provided (**handout 3.32**).

2. Paired work (15 minutes)

Ask participants to:

* discuss their 'journey' with a partner;

* identify those times that were particularly tricky or less effective.

3. Small-group work (15 minutes)

Participants now work in groups of 4–6 to look at types and styles of coaching.

Supporting schools and settings > Leading teaching – Ways of working > E. Leading teaching in action > Types and styles of coaching

Note: This page is reproduced here as handout 3.33. It is however, much better if participants can access the interactive diagram on the CD-ROM.

Ask participants to form larger groups and try to identify when they have used the different types and styles of coaching.

* Are there any they have never used? Why?

* Are there any they overuse? Why?

* Are there any that they think might have improved the tricky or less effective points they identified?

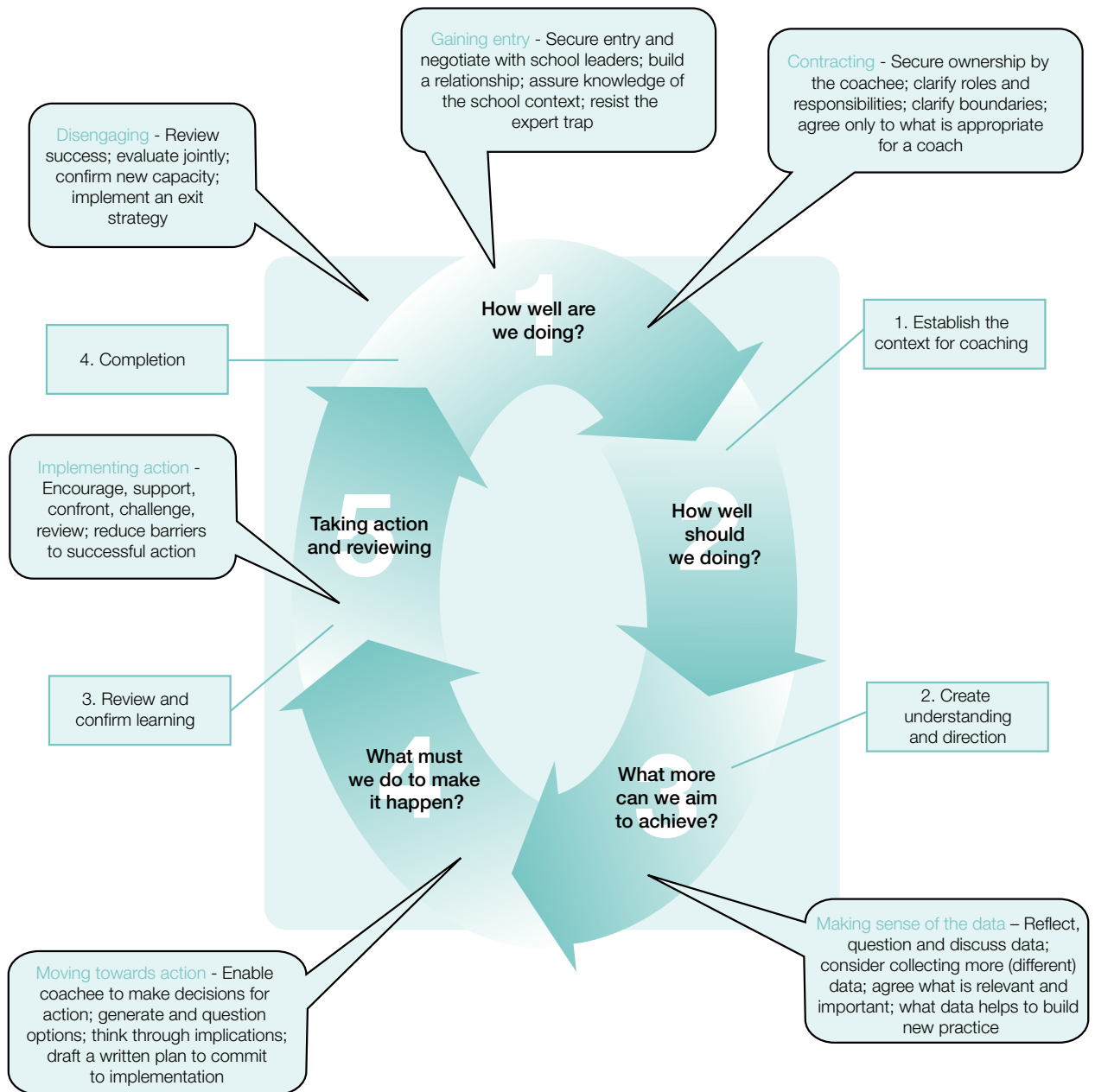## 4. Individual work (10 minutes)

Participants use the second grid to **plan** some forthcoming work they know will be happening in their school. (Explain that they may not be able to fill in all the boxes.)

Can they identify the types and styles of coaching they hope to use?

5. Whole-group work (5 minutes)

Finish by taking some feedback about new types and styles of coaching participants are hoping to use, when and why.

Model of four stages of coaching and the school improvement cycle

Gaining entry - Secure entry and negotiate with school leaders; build a relationship; assure knowledge of the school context; resist the expert trap

Contracting - Secure ownership by the coachee; clarify roles and responsibilities; clarify boundaries; agree only to what is appropriate for a coach

Disengaging - Review success; evaluate jointly; confirm new capacity; implement an exit strategy

4. Completion

How well are we doing?

1. Establish the context for coaching

Implementing action - Encourage, support, confront, challenge, review; reduce barriers to successful action

Taking action and reviewing

How well should we doing?

3. Review and confirm learning

What must we do to make it happen?

What more can we aim to achieve?

2. Create understanding and direction

Making sense of the data – Reflect, question and discuss data; consider collecting more (different) data; agree what is relevant and important; what data helps to build new practice

Moving towards action - Enable coachee to make decisions for action; generate and question options; think through implications; draft a written plan to commit to implementation

Four stages of coaching

Establish the context for coaching	Gaining entry – Secure entry and negotiate with school leaders; build a relationship; assure knowledge of the school context; resist the expert trap Contracting – Secure ownership by the coachee; clarify roles and responsibilities; clarify boundaries; agree only to what is appropriate for a coach	
Create understanding and direction	Collecting data – Clarify joint understanding of the issues/ problems; agree sources of data; collect relevant data Making sense of the data – Reflect, question and discuss data; consider collecting more (different) data; agree what is relevant and important; what data helps to build new practice	
Review and confirm learning	Moving towards action – Enable coachee to make decisions for action; generate and question options; think through implications; draft a written plan to commit to implementation Implementing action – Encourage, support, confront, challenge, review; reduce barriers to successful action	
Completion	Disengaging – Review success; evaluate jointly; confirm new capacity; implement an exit strategy	

Types and styles of coaching

Form of coaching	Example
Informal coaching conversations	Where a school leader or leading teacher uses coaching principles in short informal conversations about an issue raised by a colleague. As well as supporting the development of thinking and practice, this can model professional learning dialogue.
Specialist coaching	Using specialist knowledge with a colleague to develop their practice in a specific area – subject specialism or pedagogy. In addition to their specialist expertise the leading teacher will have developed effective practice in coaching skills, qualities and principles.
Co-coaching (collaborative peer coaching)	Working in a structured way with a colleague where there is an issue of mutual need and interest (successful implementation of a national strategy). Partner teachers will need a basic understanding of coaching skills and protocols and be clear about their responsibility for contributing to the learning.
Pupil coaching	Promoting pupil-to-pupil coaching is a powerful learning process. Coaching that works in similar ways at all levels in the school provides a robust mechanism that reinforces its importance as a learning tool. Partner teachers engaged in specialist or collaborative forms of coaching are well placed to begin to implement pupil peer coaching as part of the growing culture of the school.
Team coaching	Working jointly on a planned approach to a subject, phase-related or pedagogic improvement, usually led by an external specialist coach, or an internal partner with recognised skills and capacities in coaching rather than the subject, phase or pedagogy that is being considered.
Expert coaching	A leading teacher or expert external coach working to develop coaching skills across the school. They may operate with one or two internal lead coaches to provide a focus for coaching as a key instrument for CPD. Expert coaches will develop a clear understanding of the adult learning principles that underpin effective coaching in schools and the higher-order coaching skills and aptitudes required for leading teachers. They understand and focus upon the process of professional learning as well as supporting an individual's focus.
Self-coaching	When reflecting on issues of professional concern, coaching principles and protocols can usefully be used to structure self-coaching and reflection.

Adapted from Creasy J. and Paterson F. (2005) *Leading Coaching in Schools*, NCSL

The following tools are suggestions for ways in which leading teachers might plan for action.

The tools could be introduced at the end of the training sessions to plan individual or collective next steps or as tools to support planning work in schools.

What is your priority for action?
How do you know?
What is the present position?
What needs to be done?
What are the main driving and restraining forces?
How will you know what has been achieved?
Who will do what?
What resources are needed?
What is the timetable?

Committing to actions 1

Tomorrow I will:

•

•

•

Next week I will:

•

•

•

Before the end of term I will:

•

•

•

Next term I will:

•

•

•

Committing to actions 2

Key area:	Key area:	Key area:
Where are we now?	Where are we now?	Where are we now?
What does it look like, sound like, feel like?	What does it look like, sound like, feel like?	What does it look like, sound like, feel like?
What needs to happen differently?	What needs to happen differently?	What needs to happen differently?
First action:	First action:	First action:
Who needs to take action?	Who needs to take action?	Who needs to take action?
Whose support is needed?	Whose support is needed?	Whose support is needed?
Next actions:	Next actions:	Next actions:

Planning questions

How are we using _____ at the moment?

What do we want to do differently?

What difference do we hope to achieve?

How are we going to do it?

What do we need to do now?

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Raising
Standards

INVESTOR IN PEOPLE

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