

# Conceptual Framework for Learning

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## Intent Statement

This T&L Applied resource has been designed to support Transform Trust Schools in further developing effective classroom practice. It has been created based on learning with colleagues across the Trust and collates effective in-school practice, wider reading, research and collaboration.

The intent is to offer both content and activities which complement and extend the wider Transform CPD offer. By building on in-school expertise and its application, the intent is to build greater capacity within and between our schools.

The booklets are designed to work in line with school policy and procedure.

The resource base contains suggested good practice at time of print and will be reviewed, evaluated and updated in line with evolving knowledge. We all continue to learn and grow as we develop our expertise and craft together.

The booklets form a suite of materials which cover classroom, CPD and leadership practice.

## T&L Applied Resource Base

Name and Version: Writing: A Process Approach

Created by : Liz Barratt Mark Lowe

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**Team Responsible: Transform Development Team**

# Contents and Icons

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## Icon Key

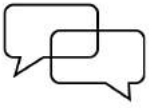
	Questions to consider		Make notes
	Think for yourself		Look ahead
	Look closer		This links to...
	Put into action/trial		Talk to colleagues
	Downloadable resource		Watch video clip

## Acknowledgements

Jim Knight 3-Part Coaching Model for Instructional Coaching

# An Introduction

## What do we believe?



We are **all learners**, and we should all strive to **become expert** in order to best **meet the needs of our children**.



We become **expert decision makers** by honing and owning our professional craft. This happens when we grow and apply our knowledge and **discuss, debate and critically reflect together**.



**Common language and shared understanding** is a pathway to becoming expert together.

## What is a Conceptual Framework for Learning?



It's a tool; a **supporting structure** to visually represent the different aspects of learning and how they interact in practice.

A tool for talking about learning and auditing expertise.

A tool which is relevant to learning in all forms: classroom teaching, remote learning, blended learning and staff development.

## Where does it fit?



The conceptual framework sits **below** what we care about – our shared values and what we're up to. These values/beliefs drive our thinking.

The Framework is how we can articulate learning.

It sits **above** practical tools such as booklets and the application of the fundamentals. These are tangible things we can **do and use**.

The conceptual framework is the next phase of developing our T&L fundamentals alongside our learning about the power of common language in leadership and learning.

All the booklets can be accessed by Transform Schools for free. For external organisations they can be found at [www.transformapplied.co.uk](http://www.transformapplied.co.uk)



## Let's Be Expert!

Learners are the heart of everything we do. Our ambition is for everyone in our learning community to grow, achieve and flourish together. Together we learn and together we achieve.

We are all learners. That is the fantastic thing about what we do. We are constantly seeking to hone and develop our craft so that we can create the best learning opportunities.

The only problem is that there isn't a perfect answer. There isn't an exact formula. There isn't a masterplan. Are we ever really going to know how to teach 'perfectly'? That's scary but also exciting. Our ever-changing understanding of learning may never give us the perfect model to follow but will offer us deepening knowledge and a range of options to draw from. Decisions that we can own, hone and craft to best meet the needs of our learners. We need to be expert decision makers.

So, if the conversation is going to focus on learning, how do we help everyone in our community to join the debate and add to that growing knowledge?

How can we ensure that together we learn and together we become expert?

If you look in the dictionary, expert is a noun. It's a person who is very knowledgeable about or skilful in a particular area. And that sounds very positive; but there's something about the word expert that makes educators cringe or say 'not me'. **We're interested in this.**

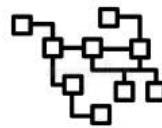
We wondered if it's because expert is synonymous with the Ivory Tower? That's defined as a state of privileged seclusion or separation from the facts and practicalities of the real world.

That sounds far less positive. Or, maybe it's because an expert might sound like a finished state with no more need to grow or to learn. **We're not interested in that.**

So, we wanted to shift from the noun to the adjective. What might it mean to **be more expert** or to confidently **chase expertise**? What might it mean if **to be expert** felt more accessible or less uncomfortable? If **to be expert** wasn't a secluded or separated experience but was unapologetically connected to practicality and the real world? Inclusive not exclusive? **Now, we're interested in this!**



**To be expert** might mean to be more of a bridge. To bridge the individual ideas that make up the whole of learning? To bridge theory and practice? To bridge people? To bridge disciplines?



**To be expert** might mean to have a clear, connected and visible schema of knowledge or a set of models which can be articulated and are understood to be evolving, organic or developing?



**To be expert** might be to recognise the disciplines from which we think and from where we draw our ways of knowing and understanding our practice?



**To be expert** might mean to hone and develop a shared language so that everyone can join the conversation and have a voice?

**To be expert might be to recognise we have so much more to learn?**

We are thirsty to know more about what we care about...

...and what we care about is **learning, opportunity, accessibility and expertise.**

This Conceptual Framework for Learning is an attempt to make visible and concrete the shared expertise of our learning community. It is a tool to enable learning decision-making. It is a bridge: a bridge to connect our collective knowledge and expertise and to bridge the worlds of theory and practice.

Dylan Williams reminds us that:  
“Researchers cannot tell teachers what to do. Classrooms are too complex for that ever to be likely.”

We agree. We don't we believe that we can tell other educators what to do. But we do believe we can provide some bridges to make expertise more accessible.

So, we ask that you have a look, watch the short video and take some time to ponder.

Together we learn and together  
**We Know Learning**

### WE

The whole community. We believe in the power of a community: Teachers, Teaching Assistants, Leaders, Researchers, Facilitators etc.

### KNOW

We value knowledge.  
We believe in the power of knowledge: A shared, collective knowledge to ensure our decision making is informed and discerning. With time and deliberate, applied practice, knowledge becomes wisdom.

### LEARNING

We are all learners. We believe in the power of learning to empower and provide opportunities for all to achieve their potential.

Liz Barratt and Mark Lowe  
June 2020



Scan to watch

<http://bit.ly/CONCEPTUALFRAMEWORK>



# THINK PIECE - RESPONSE

## Us as learners

We are all learners [...] We are constantly seeking to hone and develop our craft so that we can create the best learning opportunities.

How would others identify you as a learner?  
What are your learning behaviours?

## Us as experts

...but there's something about the word expert that makes educators cringe or say 'not me'. We're interested in this.

What are the positive and negative connotations of the term expert?  
How would you feel about identifying as an expert?

## Building bridges

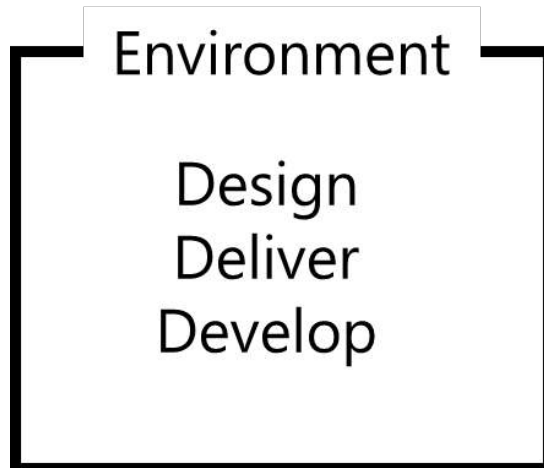
We don't we believe that we can tell other educators what to do. But we do believe we can provide some bridges to make expertise more accessible

Who and what are your bridges?  
How do you provide bridges for others?

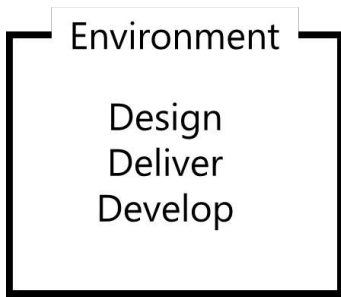


# THE CONCEPTUAL FRAMEWORK

Having watched the video linked to page 6, annotate the diagram below with the things you do as an educator that fit within the four domains.



# THE CONCEPTUAL FRAMEWORK – DISCIPLINARY THINKING



**WE BELIEVE THAT EXPERT TEACHING HAPPENS WHEN WE HAVE EXPERT DECISION MAKING.**

However, there are so many complex decisions to be made. These happen before, during and after learning sequences and are made to take into account learners, who are hugely complex themselves!

Some may call it spinning plates or juggling balls or even managing a huge cognitive load. For many educators such decisions have become automated and are therefore invisible. This is the luxury of experience.



How can we make this accessible to all teachers including those who are novice?

The challenge is in identifying each of those decisions that need to be made and in having sufficient knowledge to make confident, expert choices.

We categorised each of those decisions into four domains: **environment, design, delivery** and **development**.

In attempting to unpick the nature of each domain, we recognised that each of these draws from a traditional discipline.

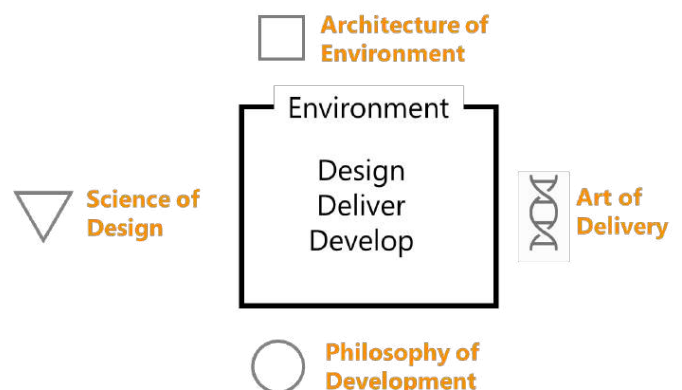
Each traditional discipline has a way of being and thinking: a set of rules, procedures and practices that can stand alone and support us in defining the decisions we make about learning.

If you want to create an environment that is fit for purpose, you would call on the expertise of an architect. An architect deeply understands space and how to use it.

Architects pre-empt interactions with that space and the physical, social and emotional connections that occur.



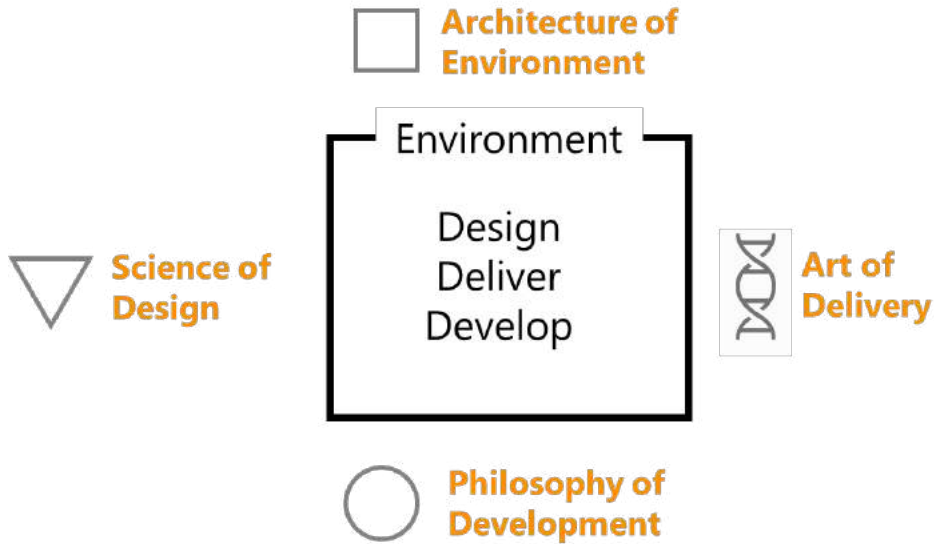
Each way of thinking will be unique to each of the four disciplines. In recognising the disciplinary knowledge needed within each domain, we believe that educators can become expert decision makers.





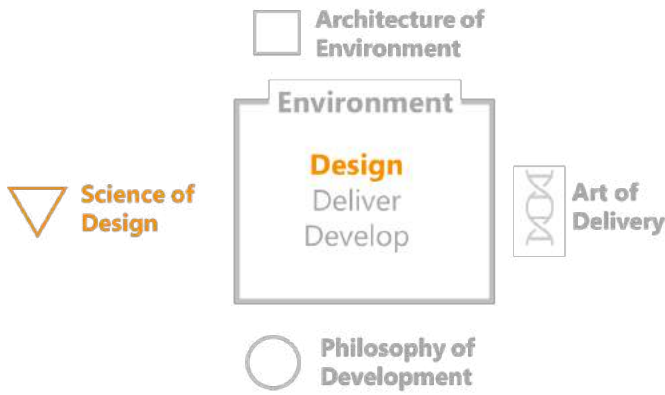
# THE CONCEPTUAL FRAMEWORK

Annotate the framework below with words and ideas you associate with the four disciplines. How do experts in this field think and behave?



Look back at your ideas.  
How do these translate to the world of learning?

# DISCIPLINARY THINKING – SCIENCE OF DESIGN



## Science [ˈsaɪəns]

(NOUN)

1. Knowledge attained through study or practice.
2. The use of observation and experimentation to describe and explain natural phenomena.
3. The organised body of knowledge people have gained using that system.

The word science comes from the Latin "scientia," meaning **knowledge**.

### What can we learn from scientists?

- Research informed
- Draw from a rich body of knowledge
- Follow clear structures and processes

### Educators as scientists

When thinking like a scientist, educators draw on robust knowledge to create well-structured and sequenced learning experiences.

They seek to understand how people learn and are able bring this together with subject and people knowledge.

They read widely and are keen to understand the reasons behind what they do and are able to articulate 'why this, why now'? They seek to know how the brain works, how people are motivated and the key barriers faced. They are clear and disciplined in their approach to designing effective learning opportunities.



## BEHIND THE ICON



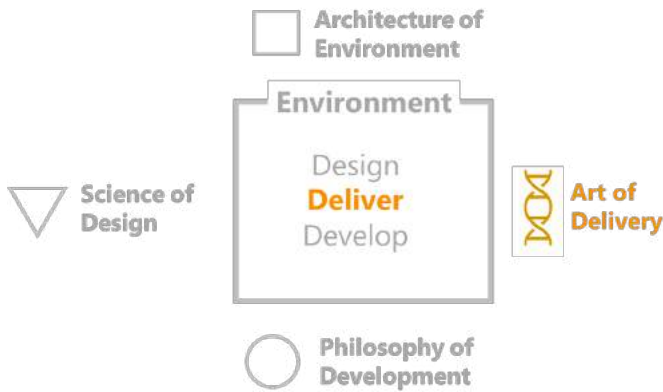
### SCIENCE OF DESIGN

The triangle represents the three core knowledge domains that we pull from and that knowledge is distilled and refined to make the best decision.

- Learning Knowledge
- Subject Knowledge
- People Knowledge



# DISCIPLINARY THINKING – ART OF DELIVERY



**Art** ['ɑ:t]

(NOUN)

1. A skill or special ability
2. Skill as a result of learning or practice
3. the expression or application of creative to be appreciated primarily for their beauty or emotional power.

The term “art” is related to the Latin word “ars” meaning, **art, skill, or craft.**

## What can we learn from artists?

- Place significance on impact or response of the audience
- Practise and redraft over time to create a finished piece
- Strive for beauty and excellence

## Educators as artists

When working as an artist, educators beautifully balance instruction and interaction so learning experiences are integrated and appear effortless. They invest time and thought into the crafting of clear explanations and input.

They realise that modelling is key to deep understanding and so think cleverly about how to exemplify concepts using concrete examples, storytelling and visuals. They believe in the power of ongoing assessment for learning and use this to define next steps. They don't stick rigidly to a plan if feedback suggests an alternative route is required.

Their ongoing questioning is an art form because they listen well and have a whole toolbox of ways to respond to the group.



## BEHIND THE ICON



## ART OF DELIVERY

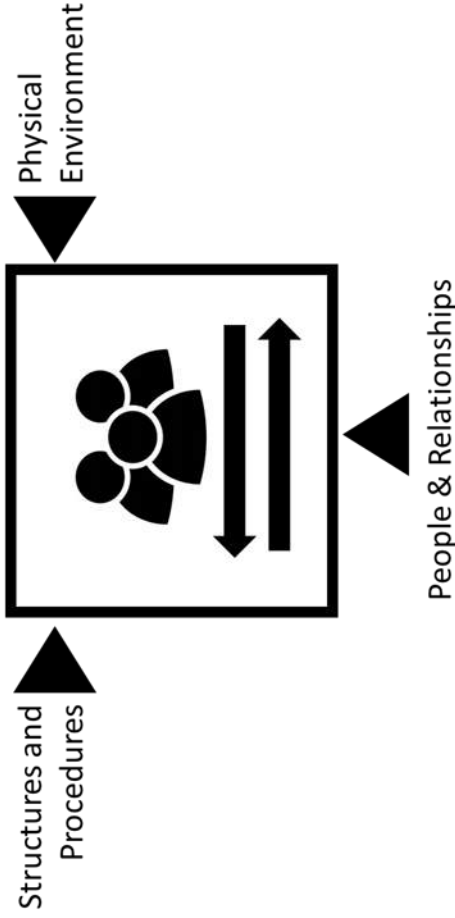
The double helix represents the interaction of instruction (input) and response: in the moment diagnosis of needs and response. We take the learning design and adapt based on the ongoing requirements of the group.

The outcome for both the teacher/facilitator and teacher is:

- Increased Knowledge
- Increased Knowledge of the Learner



# Architecture of Environment



## STRUCTURES AND PROCEDURES

- Habit building
  - entry/exit/transitions
  - Instructions
  - Resource Management
- Learning routines
- Feedback and feedforward loops
- Behaviour management
  - praise
  - choices
  - consequences

## PEOPLE AND RELATIONSHIPS

Build trust and investment by knowing and growing the identity, confidence and behaviours of:

- teacher/facilitator
- learners
- community

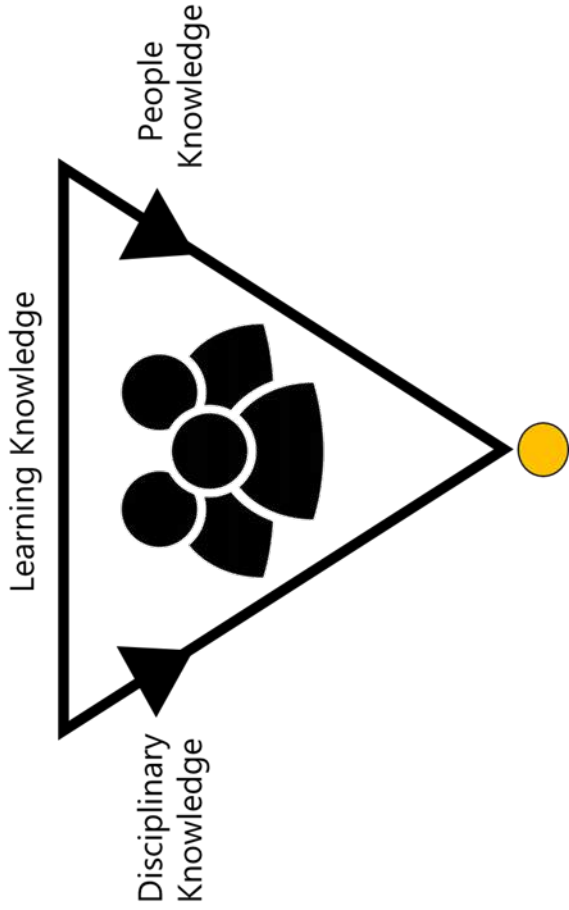
## PHYSICAL ENVIRONMENT

A manifestation of your beliefs, behaviours and processes:

- Visual stimulus (e.g. walls, displays, screens)
- Scaffolds and models
- Enabling environment
- Positioning of people (e.g. adults and peers)
- Use of space
- Resource management
- Permission

KNOWLEDGE ◆ CLARITY ◆ CONSISTENCY ◆ INCLUSION ◆ INVESTMENT  
 HIGH CHALLENGE LOW THREAT ◆ EXPECTATION OF EXCELLENCE FOR ALL

# Science of Design



## LEARNING KNOWLEDGE

- Sequence of learning
- Cognition, memory and cognitive load
- Cognitive strategies
- Bloom's revised taxonomy
- Synchronous and A-synchronous learning
- Metacognition
- Digital strategies

## DISCIPLINARY KNOWLEDGE

- Disciplinary (The big ideas of the subject)
- Declarative (I know that... can verbalise)
- Procedural (I know how to...)

## PEOPLE KNOWLEDGE

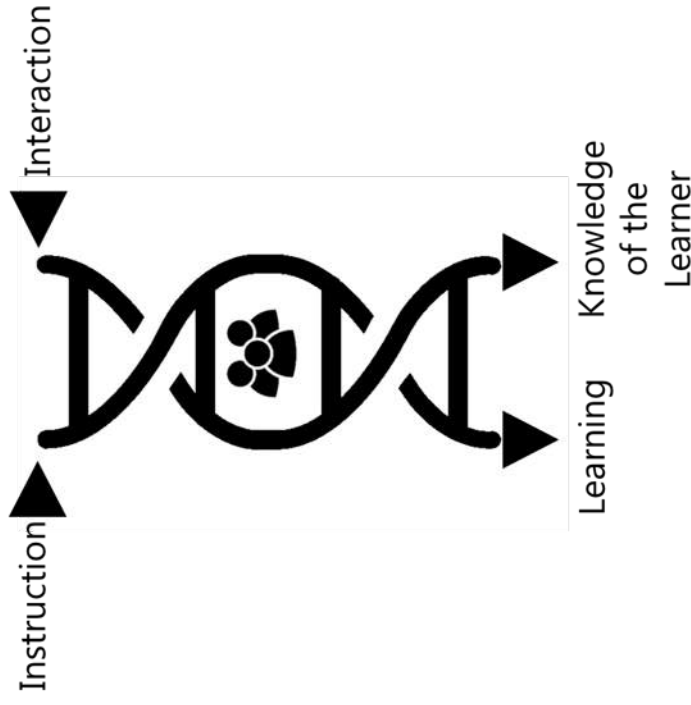
- Barriers to Learning: four areas of need
- Motivations (link to environment)

## PATH KNOWLEDGE

- Links to longer term journey (before and after)
- Ongoing assessment practice:
  - learning goals
  - baselining
  - targets
  - summative, formative and assessment AS learning

KNOWLEDGE ♦ CLARITY ♦ CONSISTENCY ♦ INCLUSION ♦ INVESTMENT  
HIGH CHALLENGE LOW THREAT ♦ EXPECTATION OF EXCELLENCE FOR ALL

## Art of Delivery



### INSTRUCTION

- Art of explanation:
  - Story telling
  - Resource design
  - Modelling
  - Use of voice, body language, presence etc.

### INTERACTION

- Flexible application of learning design
- Pace
- Assessment for Learning
- Art of Questioning
- Scaffolding and Stretch
- Feedback and Feedforward

### EMOTIONAL AWARENESS

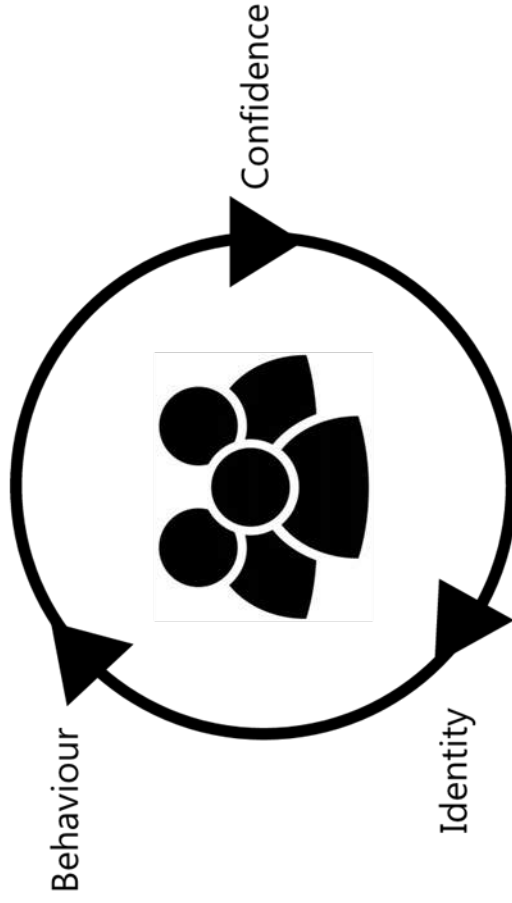
- Self-awareness
- Empathy
- Motivation
- Self-regulation
- Social skills

### OUTCOMES

- Learning about the content and the learner

KNOWLEDGE ♦ CLARITY ♦ CONSISTENCY ♦ INCLUSION ♦ INVESTMENT  
HIGH CHALLENGE LOW THREAT ♦ EXPECTATION OF EXCELLENCE FOR ALL

## Philosophy of Development



### IDENTITY – I THINK...

- Knowledge of self and conditions for optimum development/growth
- Professional identity, purpose and values

### BEHAVIOURS – I DO...

- Professional behaviours
- Influence/impact
- Big relationships and collaboration
- support/challenge conversations
- Feedback mechanisms

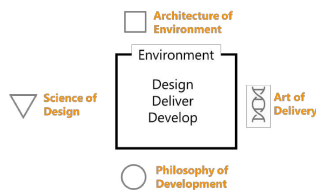
### CONFIDENCE – I FEEL...

- Permissions
- Sense of agency
- Support team

### STRUCTURES

- Myers-Briggs and Belbin
- Coaching and mentoring
- Appraisal conversations
- Self management models
- Leadership Applied inc. @ Our Best

KNOWLEDGE ♦ CLARITY ♦ CONSISTENCY ♦ INCLUSION ♦ INVESTMENT  
HIGH CHALLENGE LOW THREAT ♦ EXPECTATION OF EXCELLENCE FOR ALL



# THE CONCEPTUAL FRAMEWORK: AN AUDIT TOOL

## The rationale:



This auditing tool has been designed to help us be **more forensic** in our identification of strengths and areas for focussed development at all levels in school.



By highlighting what we **consciously or unconsciously prioritise**, we can focus more deliberately on our blind spots. This will help us to develop a more rounded expertise.



By providing **concrete examples and evidence** against the criteria, we know we are working with the reality not just perceptions. We can then be more precise in strengthening what we do.



As a leader, by pinpointing **specific strengths or weaknesses** across a team, we can dedicate our resources more efficiently and more specifically direct sharing of practice in a symbiotic way.

## How to use the audit ...

1. Complete the audit for yourself. Avoid simply giving your instinctive response, but instead take time to reflect on and provide examples and explanation to evidence your self-assessment. This is to ensure your discussions go beyond generic descriptive statements.
2. Try to think using evaluative language such as 'Evidence of this is... ' 'I know I do this because... ' 'This can be seen when... ' 'The impact of this is... ' 'I know this is effective because...'
3. Ask your mentor/coach/line manager/peer to complete the audit about you. Ask them to commit to naming evidence/examples against the statements so they are discerning and honest in their evaluations. Try to be evidence-based rather than instinctive.
4. Meet for a protected period. It is important that you can focus without distraction. An hour would be a good length of time to discuss, debate and reach consensus.
5. This is suggested discussion structure (see proforma on page 28.)
  - a. Where is there overlap in your assessments? Where do you agree?
  - b. Where are your assessments different? What are the reasons? What does the evidence suggest?
  - c. What do you both agree are your core areas of strength?
  - d. What do you both agree is the key area that would benefit from greatest focus?
  - e. What would genuine excellence look like against your areas of strength and your area for development?
  - f. What would make the greatest difference to student outcomes?

6a. Follow the instructional coaching route.

6b. Follow the pure coaching route.

## SECTION 2 – ARCHITECTURE OF ENVIRONMENT



**I prioritise the building of relationships and connections so that everyone feels valued.**

*I can't evidence this.*

*I'm confident that I do this.*



**I invest time and energy into creating consistent learning habits (e.g. starts, timings, transitions, instructions etc.)**

*I can't evidence this.*

*I'm confident that I do this.*



**I take pride in ensuring that the learning environment is designed and adapted to respond to the needs of all learners (walls, screens and resources all enhance learning).**

*I can't evidence this.*

*I'm confident that I do this.*



**I am skilled at using physical space effectively e.g. where I choose to stand, sit, deliver.  
I work closely with colleagues to do this as a team.**

*I can't evidence this.*

*I'm confident that I do this.*



**I am skilled at using physical space effectively e.g. where I choose to stand, sit, deliver.  
I work closely with colleagues to do this as a team.**

*I can't evidence this.*

*I'm confident that I do this.*



**I rethink and adapt my learning environment based on my knowledge of the needs of each new group.**

*I can't evidence this.*

*I'm confident that I do this.*



**Where else in your practice have you thought or worked like an architect?**

# EVIDENCE GATHERING

My Examples / Evidence / Exploration / Explanation / Evaluation

## SECTION 3 – SCIENCE OF DESIGN



**I am energised by understanding how people learn. I can articulate how my learning decision-making is informed by current research.**

*I can't evidence this.*

*I'm confident that I do this.*



**I prioritise strong subject (disciplinary) knowledge to ensure I can make links to others areas of learning, can offer stretch and challenge misconceptions.**

*I can't evidence this.*

*I'm confident that I do this.*



**I have a secure knowledge of individual needs and motivations. I am able to recognise drivers and barriers to learning and implement effective strategies.**

*I can't evidence this.*

*I'm confident that I do this.*



**I am able to clearly articulate learning as a process and can identify 'why this, why now' in terms of all the elements of my practice and how they interact.**

*I can't evidence this.*

*I'm confident that I do this.*



**My knowledge of assessment of, for and as learning is robust and underpins my design and delivery.**

*I can't evidence this.*

*I'm confident that I do this.*



**I combine my thorough knowledge of people, subject (discipline) and pedagogy to make the best decisions I can.**

*I can't evidence this.*

*I'm confident that I do this.*



**Where else in your practice have you thought or worked like a scientist?**

# EVIDENCE GATHERING

My Examples / Evidence / Exploration / Explanation / Evaluation

## SECTION 4 – PHILOSOPHY OF DEVELOPMENT



**I have a strong sense of my professional identity and deliberately invest time in reflection, seeking feedback and acting on it.**

*I can't evidence this.*

*I'm confident that I do this.*



**I recognise what I contribute to the team without being hindered by over-comparison or unhealthy competition.**

*I can't evidence this.*

*I'm confident that I do this.*



**I focus on ensuring I can self-regulate my behaviours. I understand my triggers, and know when and why I am 'at my best' or 'just surviving'.**

*I can't evidence this.*

*I'm confident that I do this.*



**I am a learner. I know my personal areas of strength and the areas I am currently developing. I am confident in asking for and accepting support and challenge.**

*I can't evidence this.*

*I'm confident that I do this.*



**I have a strong sense of professional confidence and agency. I feel a sense of permission around my professional development and growth.**

*I can't evidence this.*

*I'm confident that I do this.*



**I am clear about how professional development processes and structures can improve my performance e.g. 360 reviews, coaching, mentoring and observation feedback and am willing to take part and learn.**

*I can't evidence this.*

*I'm confident that I do this.*



**Where else in your practice have you thought or worked like a philosopher?**

# EVIDENCE GATHERING

My Examples / Evidence / Exploration / Explanation / Evaluation

## SECTION 4 – ART OF DELIVERY



**I take a pride in my ability to clearly articulate complex concepts using a range of explanation techniques (e.g. story-telling, well-designed resources, concrete examples, voice and body language).**

*I can't evidence this.*

*I'm confident that I do this.*

**My resources are intelligently designed using knowledge of cognitive load theory to effectively aid understanding.**

*I can't evidence this.*

*I'm confident that I do this.*

**I am able to artfully use a deliberate mix of curious, open and probing questioning and techniques to read, stretch and respond to the group.**

*I can't evidence this.*

*I'm confident that I do this.*

**I fully integrate assessment for learning to diagnose next steps and to ensure appropriate pace, scaffold and stretch. I am confident at adapting my plan.**

*I can't evidence this.*

*I'm confident that I do this.*

**I am confident at responding to misconceptions, learning gaps or opportunities for stretch. I model this verbally and visually (on the board, flip chart, as concrete examples etc.)**

*I can't evidence this.*

*I'm confident that I do this.*

**I prioritise feedback and open dialogue to inform future decision making.**

*I can't evidence this.*

*I'm confident that I do this.*

**Where else in your practice have you thought or worked like a philosopher?**

# EVIDENCE GATHERING

My Examples / Evidence / Exploration / Explanation / Evaluation

## CAPTURE YOUR CONVERSATION

1. Where is there overlap in your assessments? Where do you agree?

2. Where are your assessments different? What are the reasons? What does the evidence suggest?

3. What do you both agree are your core areas of strength?

4. What do you both agree is the key area that would benefit from greatest focus?

5. What would genuine excellence look like against your areas of strength and your area for development?

6. If you could strengthen or develop one aspect of your practice based on this audit, what would it be and how would it make the greatest difference to pupil outcomes?





# MOVING PRACTICE FORWARD

What type of coaching will work best?

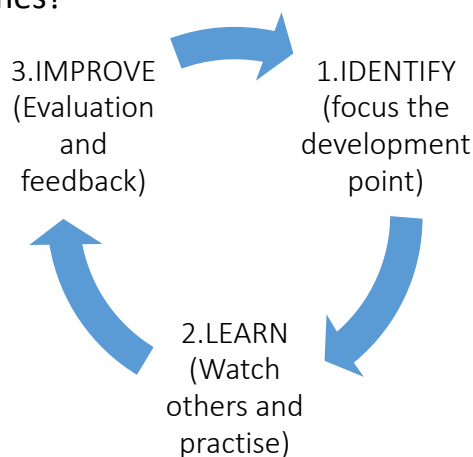
Read the table and decide which would be the more effective route for you.

	Instructional Coaching aka Dialogical Coaching (Focus on 'How to')	Facilitative Coaching aka Pure Coaching (Explore and Commit)
DECISION MAKER	The decision maker is always the educator themselves. You make the decisions for your practice and your classroom. It is your responsibility to use support/challenge to define actions then commit to action.	
EXPERTISE	The coach uses their T&L expertise to help identify your focus and decide on step-by-step actions.  They do not direct you or tell you what to do but they do share ideas and options and you decide together.	The coach uses their coaching expertise and you draw on your T&L expertise.  The coach uses structured questioning and active listening to support you in exploring options and creating a plan.
MODEL	Identify-Learn-Improve model (based on Knight's 3-part model)  IDENTIFY: Define a focussed development point. Break it down into the components to be practised.  LEARN: Watch others. Practise.  IMPROVE: Evaluate together e.g. on video or live. Receive Feedback. Further develop/change practice or develop in more complex ways. <div style="text-align: center;"> </div>	GROW model  GOAL: Decide what you want to achieve.  REALITY: Unpick what it's like now and how that differs from your goal.  OPTIONS: Consider what solutions or options there are.  WILL/WAY FORWARD: Commit to a plan of action
BEST FOR	Novice practitioners or those with limited knowledge or experience in this field.	More experienced or knowledgeable practitioners. Everyone benefits from time and space to critically reflect.

<p>FURTHER INFO</p>	 See the Transform Coaching and/or Mentoring Fundamental booklets for greater detail.
	 Go to <a href="https://www.youtube.com/watch?v=6vXqqz2sqXE&amp;t=274s">https://www.youtube.com/watch?v=6vXqqz2sqXE&amp;t=274s</a> For further information on Knight's 3-part cycle or to explain the differences in the two models.

# INSTRUCTIONAL COACHING: EXAMPLE PROCESS

**Question 6 from Conversation:** if you could strengthen or develop one aspect of your practice based on this audit, what would it be and how would it make the greatest difference to pupil outcomes?



**1. Identify** together the one specific aspect of practise you will work on.

A) What's currently happening? (look back at your notes). Video your practice, talk to the learners, look at the books etc.

2. What are you trying to achieve? What will success look like? Set a goal.

B) Decide on the process. Name and write down each part. What will you say, do and notice?

C) Talk it through to ensure clarity.



**2. Learn** by watching it in practice.

A) Agree who/what you will observe to ensure you 'See it before you do it.' Ask the teacher to trial the process so it's modelled to you.

B) Use this experience to further improve or tweak your process. It'd be great to observe together with your coach or to observe your coach themselves.

**3. Improve** through practice and feedback.

A) Implement the strategy. You will make tweaks as you go. Practise – practise- practise

B) Video yourself or ask your coach to observe you.

C) Discuss the process and your feedback.

D) Based on your experiences and the feedback, make changes to either the goal, the process, the strategy etc.

E) Continue the loop.

# FACILITATIVE COACHING: EXAMPLE PROCESS

**Question 6 from Conversation:** If you could strengthen or develop one aspect of your practice based on this audit, what would it be and how would it make the greatest difference to pupil outcomes?

## 1. Goal

What do you want this area of practice to look like? What does excellence look like? Describe what the learners would be doing/saying/thinking. How would you know it was working?



## 2. Reality

In all honesty, what does your practice in this area look like currently? Give detail. Maybe video yourself and discuss what you see. Which groups of learners are successful? Where is there a gap? What are the core challenges?



## 3. Options

How could you bridge the gap between your goal and your reality? What have you tried in the past which could work now? Name all your options. What are the pros and cons of each idea? Which would be the most effective?



## 3. Way Forward/Will

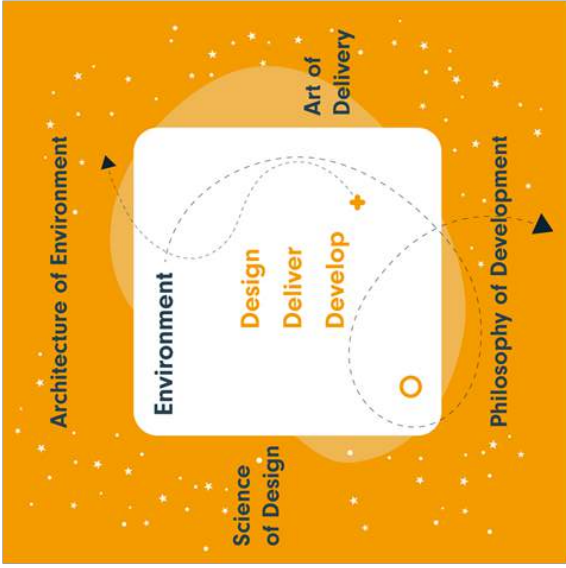
Choose what you will do. What support or resource might you need? What/who could help? What will success look like? How will you know it's worked? What will be different for all stakeholders? How committed are you? How much does this matter to you? How will things be better? What's your first step? When will we meet to evaluate progress?



# Appendix



## Links to National Frameworks



## Conceptual Framework for Learning

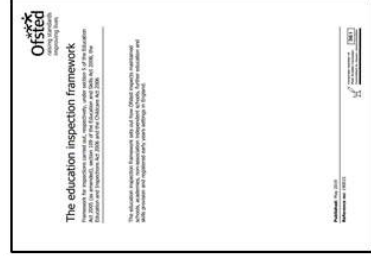


[Early Career Framework  
https://bit.ly/3egyQ3P](https://bit.ly/3egyQ3P)



[Teacher Standards  
https://bit.ly/2HWILAS](https://bit.ly/2HWILAS)

[Teaching Assistant Standards  
https://bit.ly/324UUcG](https://bit.ly/324UUcG)



[OFSTED Framework  
https://bit.ly/3261Ovn](https://bit.ly/3261Ovn)

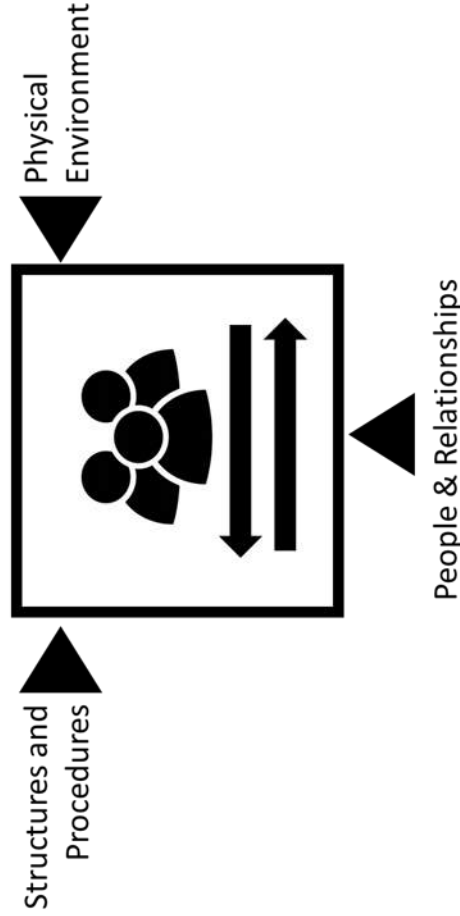


## WIDER PROFESSIONAL LINKS

### Link to Early Careers Framework

Key Focus – Behaviour Management

## Architecture of Environment



### Link to Teacher Standards

- S1 High Expectations
- S7 Managing Behaviour

### Link to Teaching Assistant Standards

- 3 Teaching and Learning
- 4 Working with Others

### Link to Ofsted Education Inspection Framework: Behaviour and Attitudes:

- *'The provider has high expectations for learners' behavior and conduct and applies these expectations consistently and fairly'.*
- *'Learners' attitudes to their education or training are positive'.*
- *'Relationships among learners and staff reflect a positive and respectful culture'.*

### Quality of Education - Intent:

- *'Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life'.*

KNOWLEDGE ◆ CLARITY ◆ CONSISTENCY ◆ INCLUSION ◆ INVESTMENT  
 HIGH CHALLENGE LOW THREAT ◆ EXPECTATION OF EXCELLENCE FOR ALL



## WIDER PROFESSIONAL LINKS

### Link to Early Careers Framework

Key Focus – Pedagogy

### Link to Teacher Standards

- S2 How Pupils Learn
- S4 Plan and teach well-structured lessons
- S5 Adapt teaching to respond to the strengths and needs of all pupils

### Link to Teaching Assistant Standards

- 2 Knowledge and Understanding
- 3 Teaching and Learning
- 4 Working with Others

### Link to Ofsted Education Inspection Framework:

#### Quality of Education – Intent:

- *'The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.'*
- *'...its curriculum is designed to be ambitious and to meet their needs.'*

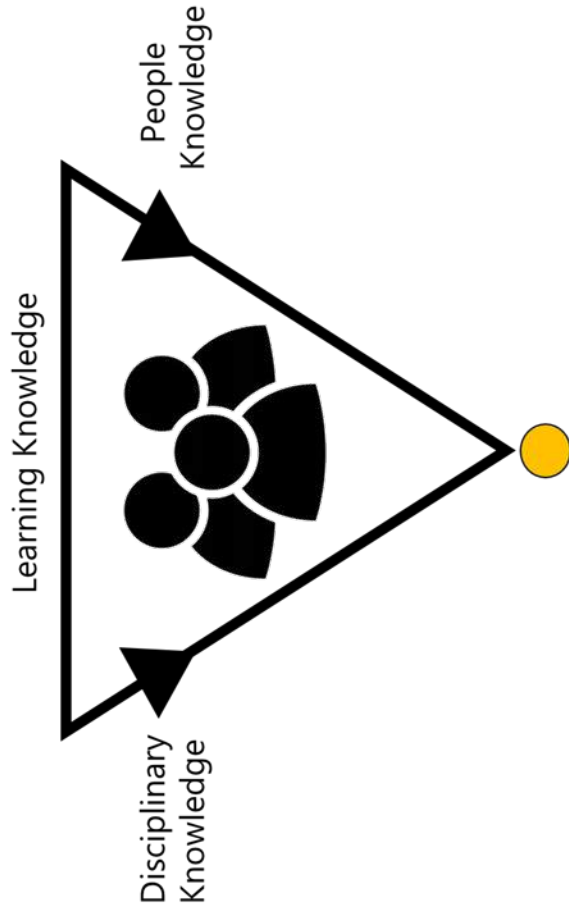
#### Quality of Education – Implementation:

- *'Teachers have good knowledge of the subject (s) and courses they teach. Leaders provide effective support for those teaching outside their main area of expertise.'*
- *'Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.'*
- *'Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.'*

#### Quality of Education – Impact:

- *'Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.'*
- *'Learners are ready for the next stage of education, employment or training.'*

## Science of Design

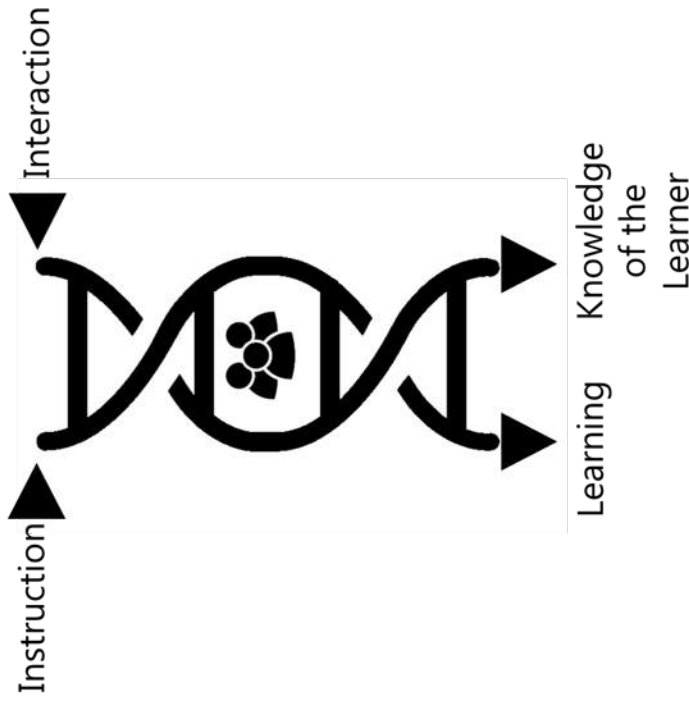


KNOWLEDGE ◆ CLARITY ◆ CONSISTENCY ◆ INCLUSION ◆ INVESTMENT  
 HIGH CHALLENGE LOW THREAT ◆ EXPECTATION OF EXCELLENCE FOR ALL



## WIDER PROFESSIONAL LINKS

### Art of Delivery



#### Link to Early Careers Framework

Key Focus – Assessment

Key Focus – Pedagogy

#### Link to Teacher Standards

S6 Make accurate and productive use of assessment

S5 Adapt teaching to respond to the strengths and needs of all pupils

S4 Plan and **teach** well-structured lessons

#### Link to Teaching Assistant Standards

3 Teaching and Learning

4 Working with Others

#### Link to Ofsted Education Inspection Framework: Quality of Education – Implementation:

- *‘Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessary elaborate or differentiated approaches’.*

KNOWLEDGE ◆ CLARITY ◆ CONSISTENCY ◆ INCLUSION ◆ INVESTMENT  
 HIGH CHALLENGE LOW THREAT ◆ EXPECTATION OF EXCELLENCE FOR ALL



## WIDER PROFESSIONAL LINKS

### Link to Early Careers Framework

Key Focus – Professional Behaviours

### Link to Teacher Standards

S8 Fulfil wider professional responsibilities

### Link to Teaching Assistant Standards

1 – Personal and professional conduct

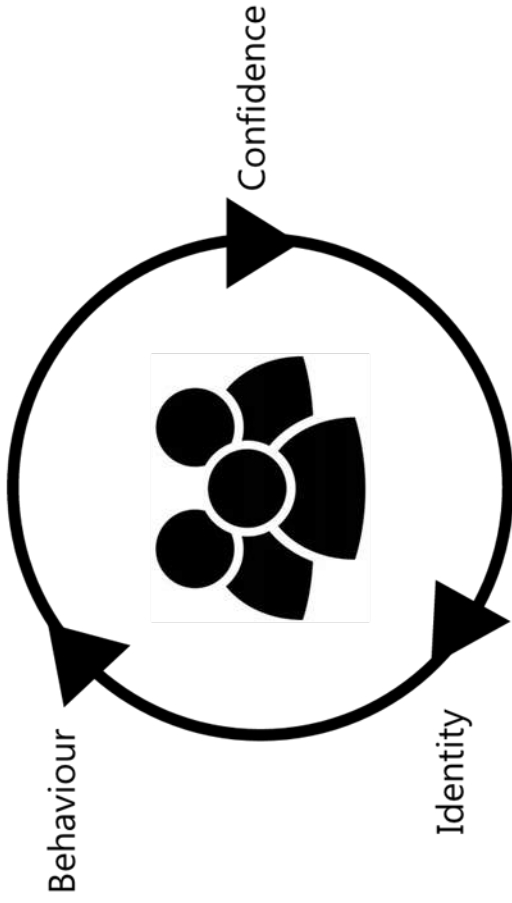
### Link to Ofsted Education Inspection Framework:

#### Personal Development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- *'The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop discover their interests and talents.'*
- *'The curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy.'*
- *'At each stage of education, the provider prepares learners for future success in their next steps.'*

## Philosophy of Development



KNOWLEDGE ◆ CLARITY ◆ CONSISTENCY ◆ INCLUSION ◆ INVESTMENT  
 HIGH CHALLENGE LOW THREAT ◆ EXPECTATION OF EXCELLENCE FOR ALL





PROFESSIONAL DEVELOPMENT, COACHING & PEDAGOGY EXPERT

## Liz Barratt

"I am passionate about learning in all of its forms and am interested in sharing methods for developing expertise, growing confidence and encouraging positive behaviours and attitudes to personal and professional development. My main interests are classroom pedagogy and creating effective conditions for educator learning and leadership development."



T&L, WRITING & ASSESSMENT EXPERT

## Mark Lowe

"I have always loved learning. Learning empowers, it equips and enables us to push at the boundaries of what is known, to a place of possibility and creation. I see myself as a lifelong learner who has constantly sought to foster this love of learning in others; both children and adults. My focus is to work relentlessly to catalyse growth in others; so that all are given the opportunity to achieve to their fullest potential."

Build a big relationship with our experts today.  
Contact [applied@transformtrust.co.uk](mailto:applied@transformtrust.co.uk) to see how we can  
work together to help you be your best every day.