

# CHARLOTTE MOSEY JACK STOTHARD





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#### A TOOLKIT FOR TRAINEE TEACHERS

# CHARLOTTE MOSEY JACK STOTHARD





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### DEDICATION

**Charlotte Mosey:** To my husband Ken for his boundless enthusiasm and encouragement. To my parents Gill and Alan and my sister Hattie for their unconditional support. To my friend and colleague Jack who has been with me on this adaptive journey. Most of all, my daughters Florence and Amelia, the inspiration for writing this book and for making me proud, always.

**Jack Bryne Stothard:** For my wonderful colleague Charlotte whose passion inspires me every day. For my darling nieces Agnes and Winnie – hoping that the tomorrow of education is better than today. For my dearest Granny, whose love and support is unwavering. Finally, and most importantly, for my dear parents. This book is for you.

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## **ABOUT THE AUTHORS**

**Charlotte Mosey** is the Assistant Head of Discipline for Primary Initial Teacher Education within the Institute of Education at the University of Derby. Prior to this, she was a primary practitioner for over fifteen years, having both teaching and leader-ship experience throughout Key Stages 1 and 2. Charlotte has a professional interest in the teaching of English and Primary Foreign Languages, specifically focusing upon the implementation of a vibrant curriculum that is accessible for all.

**Dr Jack Bryne Stothard** is Assistant Programme Leader for the Doctorate of Education and leads the Teacher Education, Research and Innovation research cluster within the Institute of Education at the University of Derby. Prior to this, he was a primary school teacher and mathematics specialist with leadership experience in a variety of settings. Jack is particularly interested in pedagogic innovation and conducts research in the field of teacher education.

### LIST OF ACRONYMS

- BT Beginning Teacher
- CAMHS Child and Adolescent Mental Health Services
- CCF Core Content Framework
- CPD Continuing Professional Development
- DfCSF Department for Children, Schools and Families
- DfES Department for Education and Skills
- DfE Department for Education
- ECF Early Career Framework
- EEF Education Endowment Foundation
- EHCP Education, Health and Care Plan
- EYFS Early Years Foundation Stage
- ICT Information and Communications Technology
- KS1 Key Stage 1
- KS2 Key Stage 2
- MTC Multiplication Tables Check
- NACE National Association for Able Children in Education
- NC National Curriculum
- **OEIF Ofsted Education Inspection Framework**
- Ofsted Office for Standards in Education, Children's Services and Skills
- QTS Qualified Teacher Status
- SEN Special Education Needs
- SENCO Special Education Needs Coordinator
- TDA Training and Development Agency
- ZPD Zone of Proximal Development

# 1 INTRODUCTION

By opening, reading and considering this book, you have taken the first step on your adaptive teaching journey. This book is for everyone who is curious about how to make their learning, teaching and classroom environment more adaptive, responsive and accessible. As primary school teachers and leaders, who now have the privilege of training the teachers of the future, we are passionate about sharing our thoughts and expertise on how to make learning more adaptive and inclusive. This book aims to do this, sharing our thoughts, experience and the best practice we have seen whilst reflecting upon what research and evidence also tells us.

#### WHAT TO EXPECT

Although much research has been conducted on the benefits of adaptive learning and teaching, all too often we believe that classrooms continue to be places where ability is seen as fixed, and a deficit model of learning is common. Equally, outdated educational practices are observed in many settings despite a wealth of evidence and research suggesting they are at least ineffective and at worst detrimental to the academic and personal wellbeing of learners. This book explores and addresses 'lethal mutations' in education, a term made famous by Edward Haertel (Brown and Campione, 1996). We define lethal mutations as positive and effective evidence-based practices and thinking which has become harmful due to small or larger changes or adaptations when translated into practice. This will be explored in relation to mindsets surrounding differentiation and practices such as ability grouping.

Each chapter in this toolkit offers an insight into a specific aspect of educational practice and thinking. However, we recognise that some of the topics and ideas discussed will overlap. This is true in cases such as grouping and environments as well as assessment and questioning.

Whilst researching and creating this toolkit, as writers we have also been on our own adaptive learning and teaching journey, and we had not anticipated the impact this process would have on our own practice. Indeed, we started planning this book with specific chapters in mind which followed a certain running order, commencing with a focus on implementation of strategies. However, we now recognise the importance of assessment as a starting point in the adaptive learning journey, therefore this is the first element in