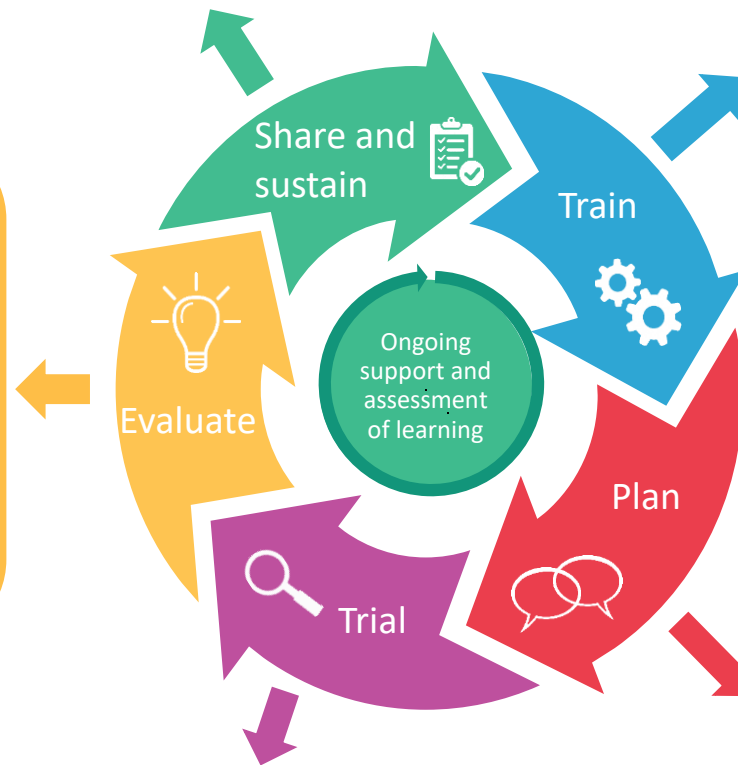**Share and sustain**

- Public sharing and next steps. Carefully structured, whether whole-school or in teams, to maximise this as **Social support**.
- **Goals** revisited, further **Feedback**, **Affirmation** and **Reinforcement**
- Group learning and decision: do we scale-up, systematise, stop, undertake more training / trialling? **Action planning**

Train

- Starts with 'the why': pupil need
- **Presents information from credible sources**
- **Revisits prior learning** / knowledge
- Explores and challenges existing beliefs
- Anticipates misconceptions
- **Manages Cognitive Load**: i.e. content delivered in small steps
- Clear explanations, explicit **Instruction**, **modelling** and exemplification.
- **Rehearsal** of techniques for teachers
- Assess understanding and gives feedback to participants on this

Evaluate

- Seek to maximise confidence in conclusions drawn: **Affirmation**
- Compares pre- (baseline) and post-. Not measuring pre-retrospectively
- Balance of rigour, practicality and time cost
- Efficient use of existing data / evidence
- Informs teacher opinion: keep, continue trialling or bin?

Ongoing support and assessment of learning

Plan

- Carefully structured teacher collaborative conversation(s) (**Social Support**).
- Time to translate any generic Pedagogy to Subject-specific / age-specific domain(s)
- *May involve further expert support: depends on participant needs and feasibility*
- Tight focus on pupil(s) and their needs: avoid generalisations. Identify baseline data for later evaluation
- **Setting and agreeing goals:** Teachers make adoption decision on 'what', 'for who', 'duration', 'how' and success criteria
- **Action planning:** Public commitments and consideration of potential barriers

Trial

- Duration appropriate to what is being trialled, but includes **Context specific repetition** and **prompts and cues from Leaders**
- Follow-up support centred on lesson delivery, to aid teacher fidelity and capacity for change: peer coaching with peer observations, expert coaching or mentoring as appropriate and feasible
- Use of pupil assessment for evaluation by teacher
- Any expert or peer support carefully prepared and structured to maximise **Social support**, **Affirmation**, **Monitoring and Feedback**