



Global Inclusive
Teaching Initiative

APPROACHES AND MODELS



How to launch GITI in your school

INTRODUCTION

One of the strengths of the Global Inclusive Teaching Initiative (GITI) is that it is extremely flexible and can be adapted to suit your team's professional development needs.

There are a variety of ways in which you can implement the programme. Whatever your starting point, there is a route for you

Key to success is choosing the format which best suits your team and setting. The GITI training should always be aligned with the priorities identified in your School Improvement Plan.

All modules can be approached using a personal or collaborative framework, depending on the needs of your setting.

You will achieve greater success if you adopt a model (or models) that complement the strengths and structure of your team.

We have set out three possible approaches below and identified the best-fit models for each one. There is a description of each model to support you in choosing the most appropriate approach and model for your setting. You will see there is scope for overlap between the approaches. Depending on the organisation of your school or college you may choose to combine approaches and models.



APPROACHES AND MODELS



COLLABORATIVE

Whole School
Year group
Department or Subject
Cluster
Buddy

Needs
Fast track
Embedded

Personal Learning
Flipped Learning
Reflective
Champions



NEEDS



INDIVIDUAL



MODEL

COLLABORATIVE STRATEGIES

Whole School Model

Add GITI as an agenda item to the weekly staff meeting. All staff view 'Watch' & 'Read' together and feedback on 'Dos' and 'Reviews' the following week. This approach maintains shared momentum and builds shared inclusion vocabulary.

Year Group Model

Staff within the same year group (or phase) complete the GITI training together and review their progress and application. This approach builds on shared needs, issues and priorities.

Department Model

This works either as an inter-department or across-departments model. Department Leads consider how to support classes by focussing on individuals and groups building consistency and sharing good practice. This approach develops inclusive practice within subject specialisms that can be closely monitored across departments.

Cluster School Model

Work with a partner school or several partner schools to review progress and implementation of GITI. This may be as part of a federation of schools. Pair teachers across schools to work together and report back on GITI the materials. This may be scheduled within joint staff development days.

Buddy Model

Pairing/buddying teachers or small groups of teachers to work together and report back on GITI course together. This is based around a shared study group with learning partners. This may also be based on other well-known approaches including JPD* or Lesson Study*. See notes on Page 7. This approach builds capacity and expertise, embedding learning in shared practice.



MODEL

INDIVIDUAL STRATEGIES

Flipped Model

Staff are encouraged to watch the training videos and complete readings before meeting to discuss with other colleagues. See notes on Page 7. This approach accelerates progress and improves the quality of professional discussions.

Champion Model

'Champions' in the school or college. This could be aspiring middle or senior leaders. Allow them extra time to complete the course and lead on training within their teams. Match the strength of the Champion with the course. This approach helps develop trainers/mentors in school.

Reflective Practice Model

Share examples of the best completed DO and REVIEW documents. Create talking and practice development points. Use as evidence towards forthcoming school inspections. This approach celebrates learning and shares good practice. It also boosts 'shared' inclusive vocabulary.

Personal Learning Model

Use GITI for individual or personalised learning on inclusive practice and differentiation. The approach focusses on specific staff training needs and allows colleagues to work at their own pace.



MODEL

NEEDS STRATEGIES

Needs Model

Focus on the priorities of the School Improvement Plan. Match units with perceived needs of the school. For example, use Helena Wallberg's unit on Lesson Design for the English Department or Prof. Carol Ann Tomlinson's unit on Framing for the science dept. This approach addresses the highest priorities as well as the School Improvement or Development Plan – it feeds into preparation for school inspections.

Fast Track Model

If there is a time deficit – be selective, choose only priority modules or units for staff to cover first. Deliver a half day training on particular units. Rather than omitting a module, scale back on coverage. This approach provides quicker turnaround and speedy initial results and feedback.

Embedded Model

Incorporate GITI into planning templates, lesson observations, learning walks, as well as professional development planning. Use GITI as an evidence base to inform Performance Management. It could also be used for school governors or be included in reports to governors. This approach embeds learning directly into practice. It provides tangible evidence of changes in working practices. It can also be linked to IMPACT and provides an evidence trail.

NEEDS



The Flipped Classroom

The Flipped Classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or "flipped." In this model, instructors have students interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice. Find out more [here](#).

Joint Practice Development (JPD)

JPD was defined by Michael Fielding and colleagues as '...learning new ways of working through mutual engagement that opens up and shares practices with others'. It captures a process that is truly collaborative, not one-way, and the practice is being improved not just moved from one person or place to another. Find out more [here](#).

Lesson Study

Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions. The Japanese Lesson Study model has been advocated in the UK for some time both by the National College for Teaching and Leadership and its predecessor organisations. Find out more [here](#).

