

A Practical Guide To Adaptive Teaching



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Classroom Ideas, Teacher Training & School Resources

Practical Guide To Adaptive Teaching

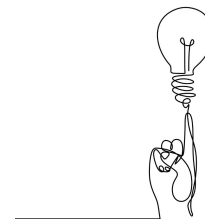
1

Theory and Definitions of Adaptation
scaffolding, differentiation and extension.



2

Engaging All Learners
Theory and practical strategies



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Adaptive Teaching
Practical application



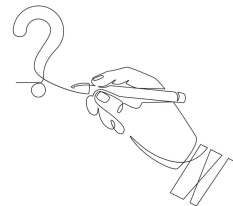
4

Personalised Adaption
For high needs learners



5

Extension of Learning
Adaption including higher order questioning



Part 1

Definitions of Adaptive Teaching

Scaffolding differentiation and adaptation.



Use these practical ideas to support adaptive teaching and learning in your classroom.

According to Standard 5 of the *Teachers' Standards* (DfE, 2011) adaptive teaching is when teachers “adapt teaching to respond to the strengths and needs of all pupils”. Specifically, adaptive teaching requires teachers to:

- 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.**
- 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.**

- 3. Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.**
- 4. Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.**

Sometimes it can be challenging to understand how this could look in practical terms so here are some ideas to help!

This resource could be used as part of staff training and in conjunction with the resource ['10 Differentiations Strategies and Resources'](#).

Adaptive teaching can include...

Adaptive teaching is an approach to instruction that adjusts to the needs and abilities of individual pupils.

1. **Personalisation:** Adaptive teaching involves tailoring instruction to meet the unique needs of each pupil. If they are more than 2 years behind age related expectations (ARE) or have complex needs, then a more personalised approach is recommended.
2. **Differentiation:** Adaptive teaching involves using a variety of instructional strategies and materials to meet the diverse needs of pupils. Start from where the pupil *is*, not where ARE outcomes say they *should be*.
3. **Flexibility:** Adaptive teaching requires teachers to be flexible and responsive to the changing needs of pupils. You don't need to stick to your lesson plan if it is not meeting the needs of the learners.

Adaptive teaching can include...

4. **Ongoing assessment:** Adaptive teaching requires ongoing assessment of pupil progress to inform instruction and make adjustments as needed. Your learning support assistants can also support this process.
5. **Collaboration:** Adaptive teaching often involves collaboration between teachers, pupils, and parents to support pupil learning. Keep checking in with your pupils to ensure that their views on learning are taken into account.
6. **Self-directed learning:** Adaptive teaching encourages pupils to take an active role in their own learning and to set goals for their own progress. This supports progress, autonomy and the desire to become a lifelong learner.

Adaptive teaching can include...



Definitions of scaffolding and differentiation which form adaptive teaching.

Scaffolding

1. When an activity is scaffolded, pupils work towards the same objective as their peers with extra support.
2. Use scaffolding when a pupil is able to meet the same objective as their peers with amended support which is needs led.
3. Pupils are provided with small steps or 'chunks' of learning.
4. Pupils may also be provided with other 'just good teaching' strategies, such as word banks, visuals to support and further modelling or support from an adult.

- 5. These simple yet effective steps, enable pupils to achieve the same outcomes as their peers.**
- 6. If only significant or full scaffolding would enable the pupil to meet the same objective as their peers (e.g. the task is basically completed for them or they are required to copy answers with limited understanding), then the objective is not appropriate for that pupil.**
- 7. When scaffolding strategies are not working for a learner, then differentiation (which may lead to a personalised curriculum), is more appropriate.**
- 8. Scaffolding should still enable pupils to work towards independence in learning.**

Extending Learning: Learning extension refers to a teaching strategy or activity that goes beyond the basic or initial learning objectives, providing students with opportunities to further explore, expand, and apply their knowledge and skills in a more complex or challenging context.

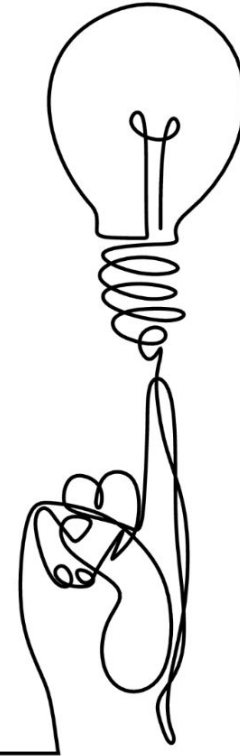
Learning extensions are typically designed to foster higher-order thinking, creativity, and problem-solving skills, as well as to promote independent and self-directed learning. They can take various forms, such as projects, research assignments, experiments, discussions, simulations, games, field trips, or collaborations, depending on the subject, age, and learning goals.

The main goal of learning extensions is to deepen and broaden students' understanding and mastery of the topic, as well as to engage them in active and meaningful learning experiences.

Part 2

Engaging All Learners

Theory and practical strategies



Engaging all learners can be a challenge, as every pupil is unique with their own learning preferences and needs. However, there are several strategies that educators can employ to engage all learners in the classroom:

1. **Use Differentiated Instruction:** Differentiated instruction involves tailoring instruction to meet the individual needs of each student. This approach can include varying the level of difficulty of assignments or offering students a choice in how they complete tasks.
2. **Incorporate Technology:** Using technology such as multimedia presentations, educational apps, or interactive online tools can help engage students and provide opportunities for personalised learning.
3. **Use Active Learning Strategies:** Active learning strategies such as group work, role-playing, or debates can help engage students and encourage participation.

4. **Encourage Collaboration:** Encouraging collaboration between students can help build relationships and foster a positive learning environment.
5. **Incorporate Pupil Interests:** Incorporating topics or themes that are of interest to students can help increase engagement and motivation.
5. **Provide Frequent Feedback:** Providing regular feedback can help students stay on track and adjust their learning strategies as needed.
6. **Encourage Pupil Autonomy:** Encouraging pupil autonomy by allowing them to take ownership of their learning can help increase motivation and engagement.

By incorporating these strategies, educators can create a more engaging and inclusive learning environment that meets the needs of all learners.

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Ideas to engage all learners:

Provide multiple choice answers for a class vote.

Telling child A you will ask them for an answer in 2 minutes.

Provide children with a wipe board if they need to record their answers to remember them.

Sometimes let the compulsive caller out answer first otherwise their idea will be gone forever.

Don't give away the correct answer, ask a couple of children their opinion, write up their ideas then class vote.

No hands up policy often stops calling out.

Change talk partners regularly (very positive impact on engagement of quiet children).

Assign group roles of scribe, spokesperson, magpie, ideas person when undertaking group work.

Pose, Pause, Pounce Bounce.

Assign mixed ability or random talk partners.

Small group/partner work on big paper with felt tips before feeding back.

Lolly sticks/random children (include phone a friend).

Also refer to: [Pose, Pause, Pounce and Bounce](#)

Part 3

Adaptive Teaching

Practical Application



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1. When something is modelled to the class on flip chart paper, take a photo and print so pupils can have a copy themselves.

Ensure pupils have individual access to any useful resources to support their learning.

multiplying and dividing
(x) (÷)
by 10, 100

Place Value grid

10 000	1000	100	10	1
		2	2	3
	2	3	3	0
			0	0
	4	1	0	0
		4	1	0
			4	1

x 10 - digits move left 1 Space
x 100 - " " 2 Spaces
÷ 10 digits move right 1 space
÷ 100 " " 2 Spaces

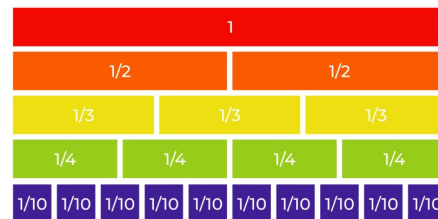
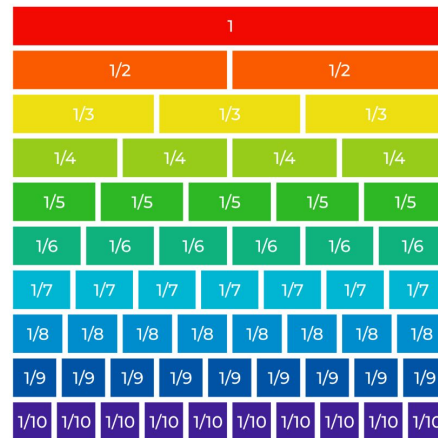
Gattegno chart:

ten thousands	10 000	20 000	30 000	40 000
thousands	1000	2000	3000	4000
hundreds	100	200	300	400
tens	10	20	30	40
units	1	2	3	4

x 10 = ↑ 1
x 100 = ↑ 2
÷ 10 = ↓ 1
÷ 100 = ↓ 2

2. When there is a resource available for class use (such as a fractions grid), some children may need a simplified version.

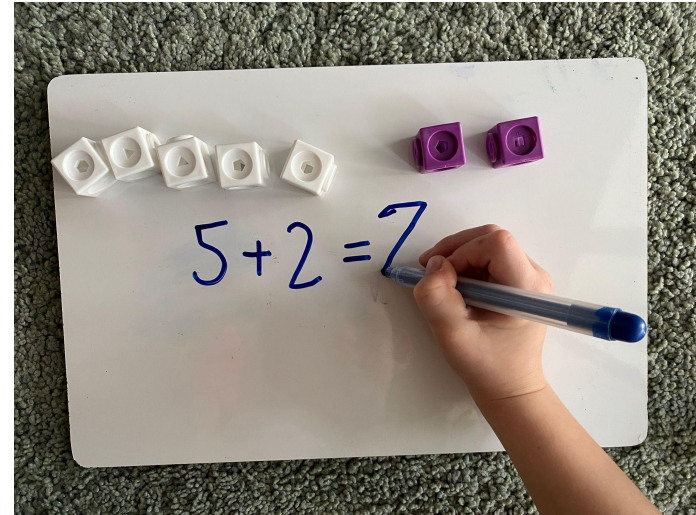
This can often be simply achieved by cutting off the parts not needed.



3. Enough resources to go round is key. In maths for example, ensure each table has a manipulatives kit.

It should include basics such as:

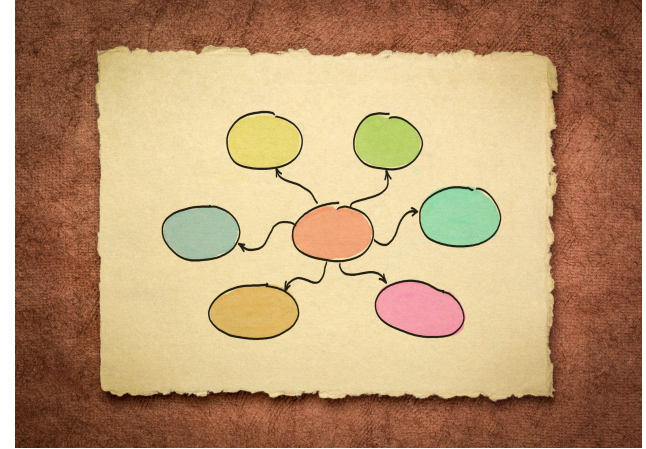
- Place value grids
- Wipe boards and pens
- Multiplication grids
- Numicon
- Cubes
- Fraction wall
- Maths mats
- Dienes
- Maths prompt mats for SEND learners
- Adapted x table grid to just show 2/5/10



4. Mind maps to act as prompts which can be created by children.

Pre-populated word mats for scaffolding in class are great if you can find a relevant one.

Alternatively, ask your LSA to write a mini mind map with a few key words or sentence starters in their books. The child can add to it throughout the topic.



Pre teach with mind maps: Children can develop their own mind map which can be built upon week by week during pre teaching and class work. This will expand their subject vocabulary use and understanding during classwork and related written work.

5. Use partners

Start your topic with an activity which scaffolds learners by using partner work and provides them with visuals plus vocabulary to refer to during the topic.

Diamond 9's are also great for higher order thinking skills and all abilities; there are no right or wrong answers, it's all about justification for your decision making.

LO: To use thinking skills to make decisions

Context: what to pack in a rucksack for a walk up Snowdon (summer)

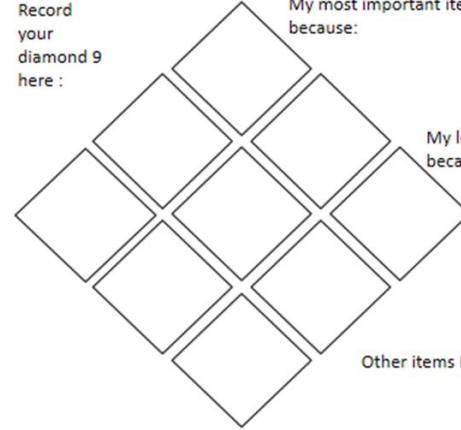
Discuss what is in your rucksack and decide with a partner what are the most important things and why.

Record
your
diamond 9
here :

My most important item was _____
because:

My least important item was _____
because:

Other items I need that didn't fit on the diamond:

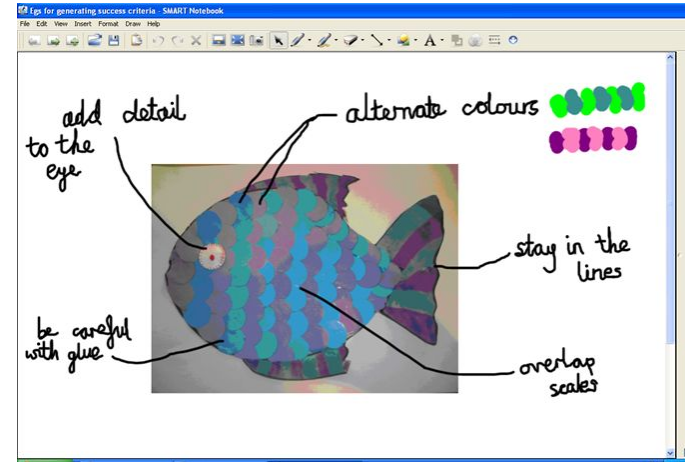


6. Provide a WAGOLL (what a good one looks like).

Any subject can have a good example with a WAGOLL on it.

Save the best work from the previous year if you plan to repeat the topic or find/produce a good example so children can see what they are working towards.

PTO



In English, provide a good example for children to see WAGOLL. Colour code for children needed extra scaffolding.

It's good to use children's actual writing – check out [Pobble](#).

Should children work on the streets of London?

During the Victorian era (1837-1901) London was the capital of the British Empire. The city rapidly increased its population from approximately one million to nearly seven million in just one hundred years. As a result, conditions for some were very grim – especially for poor people. Many children had to work during the Victorian times and a job on the street (selling flowers, matches and ribbons) was one option. To find out more about this occupation and the reasons for and against children working, please read on!

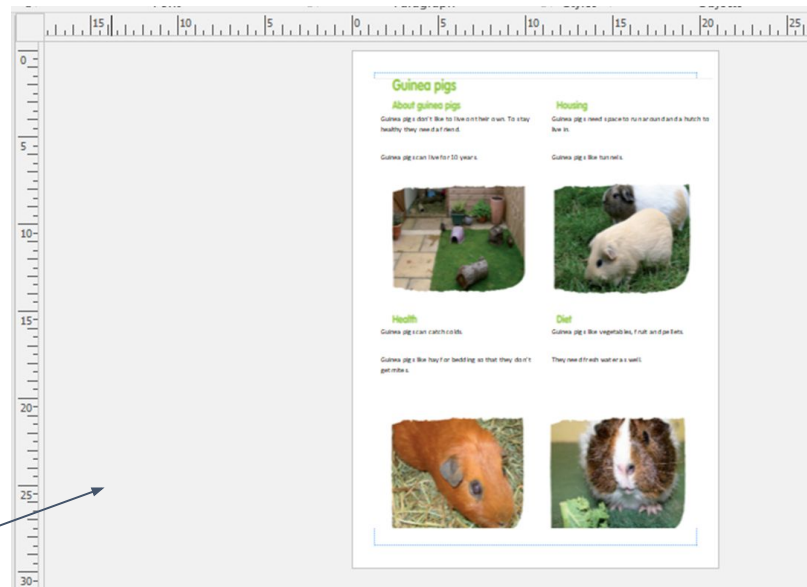
One reason for working on the streets of London is: children helped to support their family's survival. While rich children had food and warmth, poor children had to earn a wage to support their families. Although children earned a small amount (just 25p a week) this was vital to feed themselves and their loved ones. Therefore, working from a young age was a great support for struggling families.

Key vocabulary Subordination and parenthesis with punctuation - , () Use of a colon to introduce a point or a list
Conjunctions -ing opener Proper nouns

7. Provide a scaffolded alternative

If you are using texts, you may need to create a simplified version at the planning phase.

PTO



It's also worth considering scaffolding for writing at the planning phase in order to support those children who have difficulty coping with blank pieces of paper. You may wish to provide a writing frame and a key word sheet.



or ...

Guinea Pig Fact File

Guinea pigs live

Guinea pigs eat

Y1- Can I combine words to make sentences?

I can	P	T
Think about what to write		
Sound out words using phonics		
Use a .		
Use a CL		

(1) Write 2 or more sentences about guinea pigs.

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Using a 'box it' plan is useful for scaffolding writing for older pupils.

LO: To plan to write a non-chronological report.

Equipment for a mountain walk planning sheet	Remember: Fronted adverbials, noun phrases, adjectives, adverbs, technical vocab
<p>P1 - Introduction</p> <p>Talk about the mountain environment in general.</p> <p>Comment on weather and terrain e.g. rocky, grassy.</p> <p>Do you need to be fit to go into the hills?</p> <p>Do you need to be experienced?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>P2/3/4/5 - Items you would take.</p> <p>Technical language</p> <p>Describe items use in detail.</p> <p>Why is it needed?</p>	<p>Subtitle: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Subtitle: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Subtitle: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>P6 - other useful things you haven't mentioned.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>P7 - safety</p> <p>What happens in an emergency? Describe how you would get help.</p> <p>End phrase:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Scaffolded check lists are also useful so pupils can focus on what they need to do.

LO: <i>To write a diary entry</i> Context: <i>Roman Gladiator</i> Success criteria	Colour code	Teacher
Adjectives and noun phrases		
Fronted adverbials		
adverbs		
Clear paragraphs (1,2 or 3 stars)		
Basic punctuation (1,2 or 3 stars)		
Handwriting (1,2 or 3 stars)		
First person? (tick)		
Technical vocabulary		

LO: <i>To write a diary entry</i> Context <i>Roman Gladiator</i> Success criteria	Colour code	Teacher
Adjectives		
Vary sentence starts		
Capital letters (1,2 or 3 stars)		
Full stops (1,2 or 3 stars)		
Handwriting (1,2 or 3 stars)		
First person? (tick)		
Technical vocabulary		

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Examples of practical application where pupils have developed strategies for self reflection of content by colour coding.

Monday 28th January L.O. To edit our work. 14.2.19

L.O. To write a diary entry Context Roman Gladiator Success criteria	Colour code	Teacher
Adjectives and noun phrases	Blue	✓
Fronted adverbials	Red	✓✓
adverbs	Green	x1
Clear paragraphs (1,2 or 3 stars)	★ ★ ★	✓
Basic punctuation (1,2 or 3 stars)	★ ★ ★	✓
Handwriting (1,2 or 3 stars)	★ ★	✓
First person? (tick)	✓	✓
Technical vocabulary	Orange	

Technical vocabulary

Dear Diary, today AD50, I'm training to be a gladiator in the Gladiator School. I've some porridge for breakfast ^{it} is horrible disgusting I wonder, in the future will I survive when I'm fighting with other gladiators? Maybe ^{I can't} but maybe ^{I can} I can, I don't ^{really} know Three minutes later, I walked to the training section I don't like training because it made me feel tired. Next, I fought with a ^{brown} wooden sword it still hurt you however you fight with it. and no

I always feel about tired when I'm training. This morning ^{right} didn't have any interesting things to do what with I know, I'm training with a woman ^{always} heavy weight ^{horrible} into the Gladiator School I really don't like the foods and my groupy, trainer. Today, I train really well I don't feel tired any more. I'm training on the Man of steel right now. At lunch time, I eat ^{very} slowly because the barley grain ^{very} is hard and slippery as cold as an icecube. Suddenly, I made a friend called Hanny. we practice together with a sharp wooden sword. We were proud of each other Hanny had so much fun with me, our ^{groupy} trainer said, "You can rest for 20 seconds. Quickly go to the bench!"

Both of us really don't want to be a gladiator we want to be a healthy fighter because no body will hurt us and kill us. The sword

Another example:

Monday 28th January

Dear Diary,
Never in my life have I felt so lonely. Never before have I felt so scared...
It is the Year 42000 and I am in the never-ending school of gladiators. Today was scorching hot, and this morning it had felt like I burnt my eyes. (but I didn't).
At 12.00 we had breakfast, I didn't eat! (It was beef porridge!) By the way, my name is, boring old Stel. I would ^{it is too obvious} usually wake up with lines on my back by ^{usually} didn't today. Why?

Oh, now I know why everything is different today! It's because it is my gladiator fight today!!! I ^{usually} hopefully get these things put on me: ^{My trainer said that}

- A helmet,
- A shield,
- A sword,

Well that basically means hopefully I will wear armour. Suddenly, my trainer bellowed, "Stel get ready, we are leaving soon!" My trainer was right, because before I knew it we were on ^{know} our way.

On the way there, I got given armour! (Yes!) The shiny but dusty sword slipped out of my hand and... hit me!!! I had lost 3 of my toes! (Unfortunately, I had to ^{lose} no bits, I was going back to school 20 days later, everything turned topsy turvy, I mean literally.)

Soon after the incident, I was better and that very same day I got invited back to the Colosseum! When we got there, I was pushed on the ink! Before I could blink, I found myself fighting! It was excellent because I was winning!!

LO: To write a diary entry Context Roman Gladiator	Success criteria	Colour code	Teacher
Adjectives and noun phrases	✓	Blue	✓
Fronted adverbials		Red	✓✓
adverbs		Green	✓
Clear paragraphs (1,2 or 3 stars)	***		✓
Basic punctuation (1,2 or 3 stars)	***		✓
Handwriting (1,2 or 3 stars)	***		✓
First person? (tick)	✓		✓
Technical vocabulary		Orange	✓

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Further scaffolding examples:

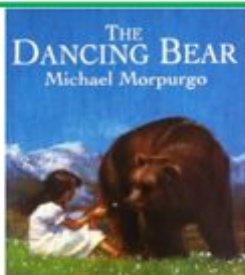
Most children

LO: To punctuate speech correctly

What are Roxanne and the bear talking about?

With **perfectly punctuated** speech, write down their conversation with as much extra detail as possible.

Challenge: also describe the setting and feelings of the characters.



More challenge using language but still the same objective

1. Speech marks around what is being said.

"I love swimming!" called Hannah.

2. Speech starts with a CAPITAL LETTER.

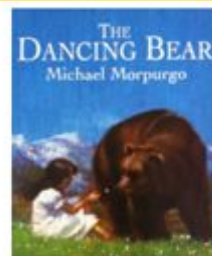
3. Punctuation within the closing speech marks

Example of extra scaffolding to stick in books as a prompt

LO: To punctuate speech correctly

What are Roxanne and the bear talking about?

With **perfectly punctuated** speech, write down their conversation with as much extra detail as possible.



"Oh bear, how sad you look," Roxanne sighed. "How could I cheer you up? Please tell me."

"I am so hungry" the bear replied. "I have not eaten all day and my stomach is rumbling."

What does Roxanne say next?

"_____," _____

Roxanne. "_____."

Now carry on the conversation in your book.

Scaffolded example to start, then children set the task of continuing it unaided.

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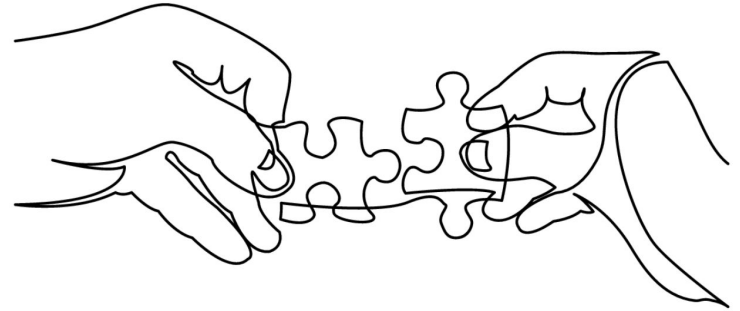
Use this sheet to plan how you will adapt your teaching for a group or individual.

1 Barriers to learning	2 Adaptations required	3 Resources needed	4 Adult support required

Part 4

Personalised Adaption

For high needs learners



When a pupil is more than two years behind age related expectations (ARE) or have significant needs, a personalised curriculum, may be appropriate. This curriculum is tailored to the individual needs, interests, and learning styles of a pupil, can offer several benefits, including:

1. **Increased Engagement:** A personalised curriculum can help pupils feel more engaged and motivated in their learning by allowing them to pursue topics that interest them and learn in a way that works best for them.
2. **Improved Learning Outcomes:** When a pupil's curriculum is tailored to their specific needs and interests, they are more likely to retain information and achieve better learning outcomes.
3. **Enhanced Self-Esteem:** When pupils feel that their educational needs and preferences are being considered, they are more likely to develop a positive attitude towards learning.

4. **Better Time Management:** A personalised curriculum allows pupils to focus on the areas they need the most help in, enabling them to manage their time better by eliminating unnecessary activities.
5. **Increased Academic Achievement:** By personalising the curriculum to meet individual needs, pupils can learn at their own pace and receive the necessary support, leading to greater academic success.
6. **Greater Satisfaction:** A personalised curriculum can increase pupil satisfaction with their learning experience and overall academic journey, leading to better retention rates and academic performance.

Overall, a personalised curriculum can help pupils become more engaged, motivated, and successful in their learning, leading to a more fulfilling and productive academic experience.

Speak to your school SENCO if you feel this approach may be appropriate for a pupil.

Pupil _____ Date _____ LSA _____

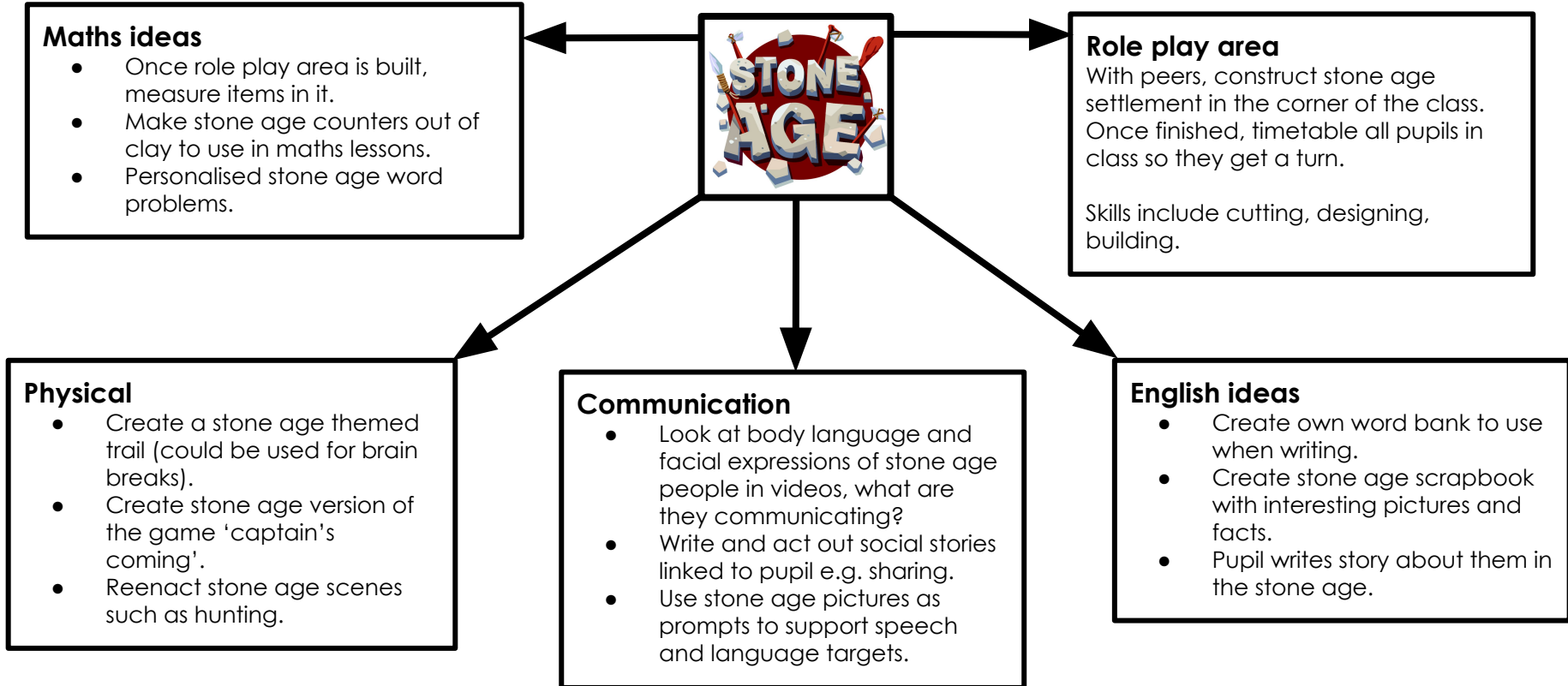
Termly SMART target (from IEP)	To form the letters g,y,p,f so that they can be read back.	To understand key facial expressions in others (happy, sad, cross, anxious).	To know number bonds to 10 using Numicon to support.	To read the first 20 words (of the first 100 key words list).
Today's SMART target (which breaks the IEP target down further).	To form the letter g correctly.	To understand the facial expression of 'anxious'.	To know number bonds to 5 using Numicon to support.	To read and, but, the.
Activities	<ol style="list-style-type: none"> Using a sand tray, write letters already accurate with finger. Watch letter formation clip. On big paper use felt tips to work on 'g'. Transfer skills by writing 'g' in handwriting book. Write a silly sentence in English book where most words begin with g. 	<ol style="list-style-type: none"> Google 'anxious face' and discuss the faces that appear. Draw own anxious face and write on some feelings that you might have when feeling anxious. With two peers, role play some situations that might cause anxiety. 	<ol style="list-style-type: none"> Revise colours and shape of Numicon up to 5. Use dominos to find all the ones that add up to 5. Create a venn diagram. Write number sentences for the ones found and put Numicon next to each number. Draw around Numicon to make own number sentences for number bonds to 5. 	<ol style="list-style-type: none"> Precision teaching intervention x 5 per week. Use reading book to find the words. On the playground, write key words in chalk for pupil to find. Key word reading app in ipad.
Evaluation (Has the objective been met? RAG rate and comment)	<ul style="list-style-type: none"> ● Having difficulty with the loop - check with SENCO whether loop is needed. 	<ul style="list-style-type: none"> ● Having trouble transferring to real life. Able to identify on a card. 	<ul style="list-style-type: none"> ● Completed and secure. 	<ul style="list-style-type: none"> ● Words the, and secure. Continue but.

Pupil _____ Date _____ LSA _____

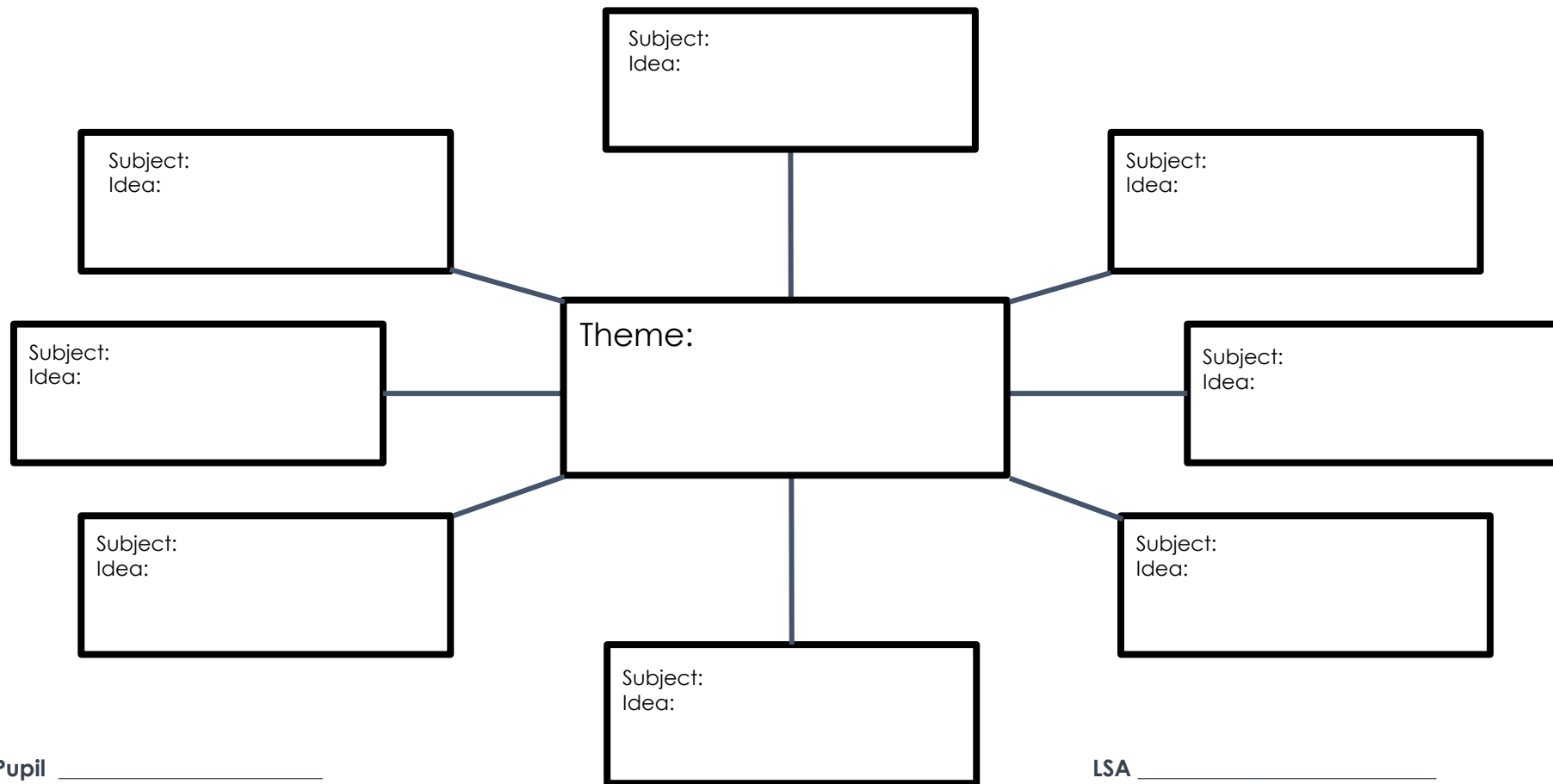
Termly SMART target (from IEP)				
Today's SMART target (which breaks the IEP target down further).				
Activities				
Evaluation				

Themed Personalised Learning

If you are learning about a specific theme, you can also personalise this to support pupils who need an individual curriculum. These ideas could be linked to individual education plan (IEP) targets or general areas that the pupil needs support with.



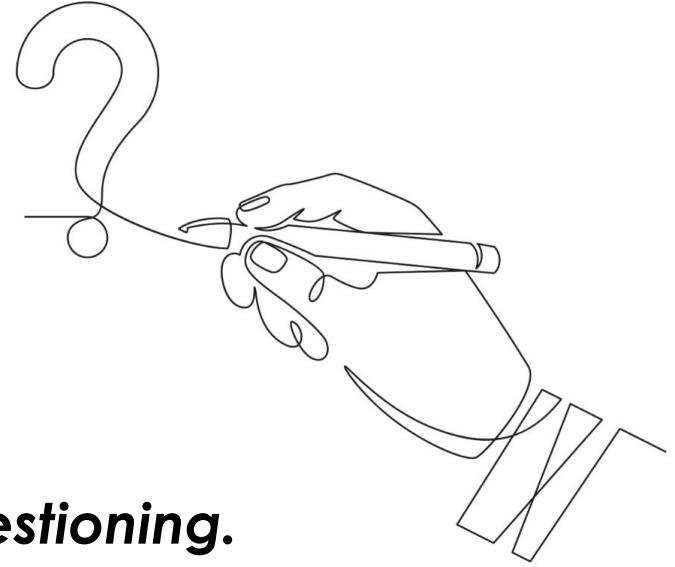
Personalised Learning Planning Sheet



Part 5

Extension of Learning

Adaption including higher order questioning.



Extending learners involves challenging them beyond their current level of knowledge and skills, and encouraging them to explore new ideas and concepts. Here are some strategies that educators can employ to extend learners:

1. **Set High Expectations:** Expecting excellence from students and encouraging them to strive for their personal best can motivate them to achieve more.
2. **Offer Enrichment Activities:** Providing additional learning opportunities, such as after-school programs, summer camps, or competitions can expose learners to new concepts and challenges.
3. **Use Problem-Based Learning:** Problem-based learning involves presenting students with real-world problems to solve, allowing them to apply their knowledge and develop critical thinking skills.

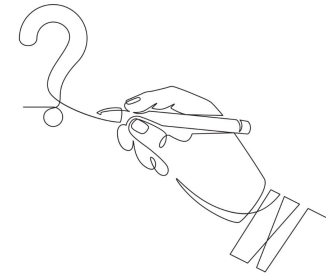
4. **Encourage Independent Study:** Encouraging learners to explore topics on their own can help them develop self-directed learning skills and deepen their understanding of a subject.
5. **Use Open-Ended Assignments:** Open-ended assignments, such as research projects or creative writing assignments, allow students to explore their interests and pursue their own learning goals.
6. **Provide Opportunities for Leadership:** Providing opportunities for learners to take on leadership roles, such as mentoring younger students or leading group projects, can help develop their leadership skills and confidence.
7. **Use Higher-Order Thinking Skills:** Asking students to engage in higher-order thinking skills, such as analysis, evaluation, and synthesis, can help them develop critical thinking skills and deepen their understanding of a subject.

By using these strategies, educators can help extend learners and challenge them to reach their full potential.

Extension of Learning



Bloom's Taxonomy can support understanding of adapting learning for those who need extending.



1. **Expectations:** Have high expectations when pupils are providing explanations.
2. **Vocabulary:** For example, ensure that pupils use scientific or mathematical vocabulary when explaining answers to questions. You could provide pupils with more advanced vocabulary to include in their explanations.
3. **Evaluation and Synthesis words:**

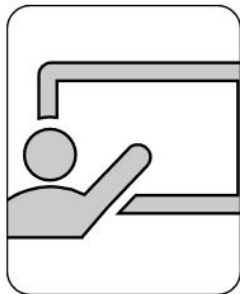
Provide pupils with questions using evaluation words such as:

Appraise, Argue, Assess, Evaluate, Examine, Review, Justify, Rate, Review

...and synthesis words such as:

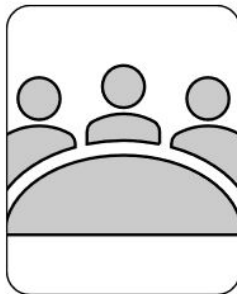
Combine, Organise, Create, Devise, Design, Formulate, Integrate, Merge, Hypothesise, Organise, Plan, Propose, Synthesise.

Extension of Learning: Further adaption ideas ...



Peer Support

Extend pupils by providing them with opportunities to explain concepts to peers.



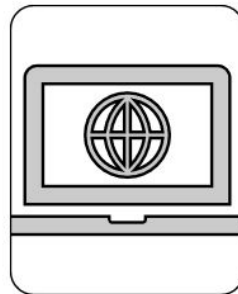
Debate

Extend pupils by asking them to lead debates or discussions



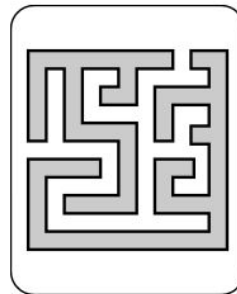
Research

Extend pupils by completing additional research of their choosing and feed back.



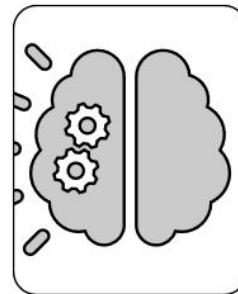
Summary

Ask learners to synthesise complex concepts into a tweet of 140 characters.



Solve

Provide learners with a problem to solve requiring higher order thinking and evaluation



Quiz

Ask learners to devise recall quizzes for the class as well as include some more difficult evaluative questions in class quizzes.

Extension of Learning Plan

Use this sheet to plan how you will extend learning for a group or individual.

Pupil/group _____ Lesson objective _____ Date _____

1 Skills to focus on

2 Extension ideas

3 Resources needed

4 Adult support required

This resource was produced by ...



Lynn How

Lynn is the Editor at Teacher Toolkit. With 20 years of primary teaching and SLT experience, she has been an Assistant Head, Lead Mentor for ITT and SENCO. She loves to write and also has her own SEMH and staff mental health blog: www.positiveyoungmind.com. Lynn holds an MA in Education, is a fellow of the Chartered College of Teaching (FCCT), NASENCO and NPQH. Her particular areas of interest are wellbeing (staff and pupil), SEND, children's mental health, leadership, mentoring and coaching. Recently she has started an Educational Consultancy business for SEND (SEND support) and Teacher Wellbeing (The Wellbeing Lady). You can find her teacher coaching group on Facebook; a group for those wishing to improve their work life balance in school or who need support in moving out of teaching: <https://www.facebook.com/groups/coachingforteacherwellbeing>

Useful links:

[Teacher Toolkit resources and articles](#)

www.positiveyoungmind.com

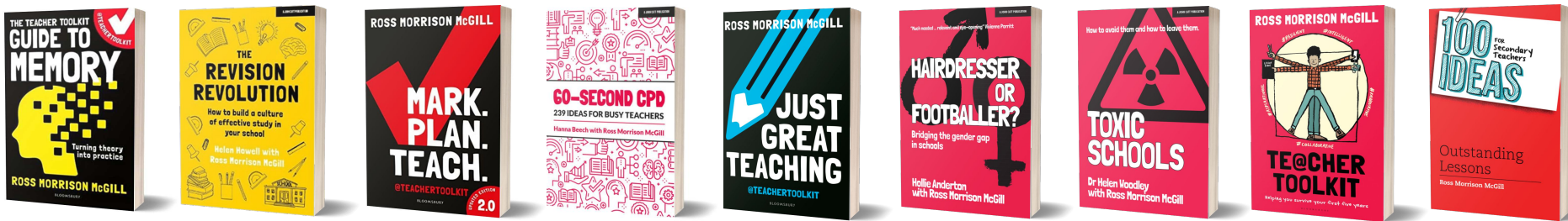
[SENDcast episodes](#)

[SENCo Survival book](#)

[Coaching for teacher wellbeing Facebook group](#)

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Classroom Ideas, Teacher Training & School Resources

Ross McGill has worked in over 500 schools, colleges and universities across the U.K., including schools in Belarus, Canada, Cyprus, China, Germany, Malaysia, Spain, Switzerland and the UAE.



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