

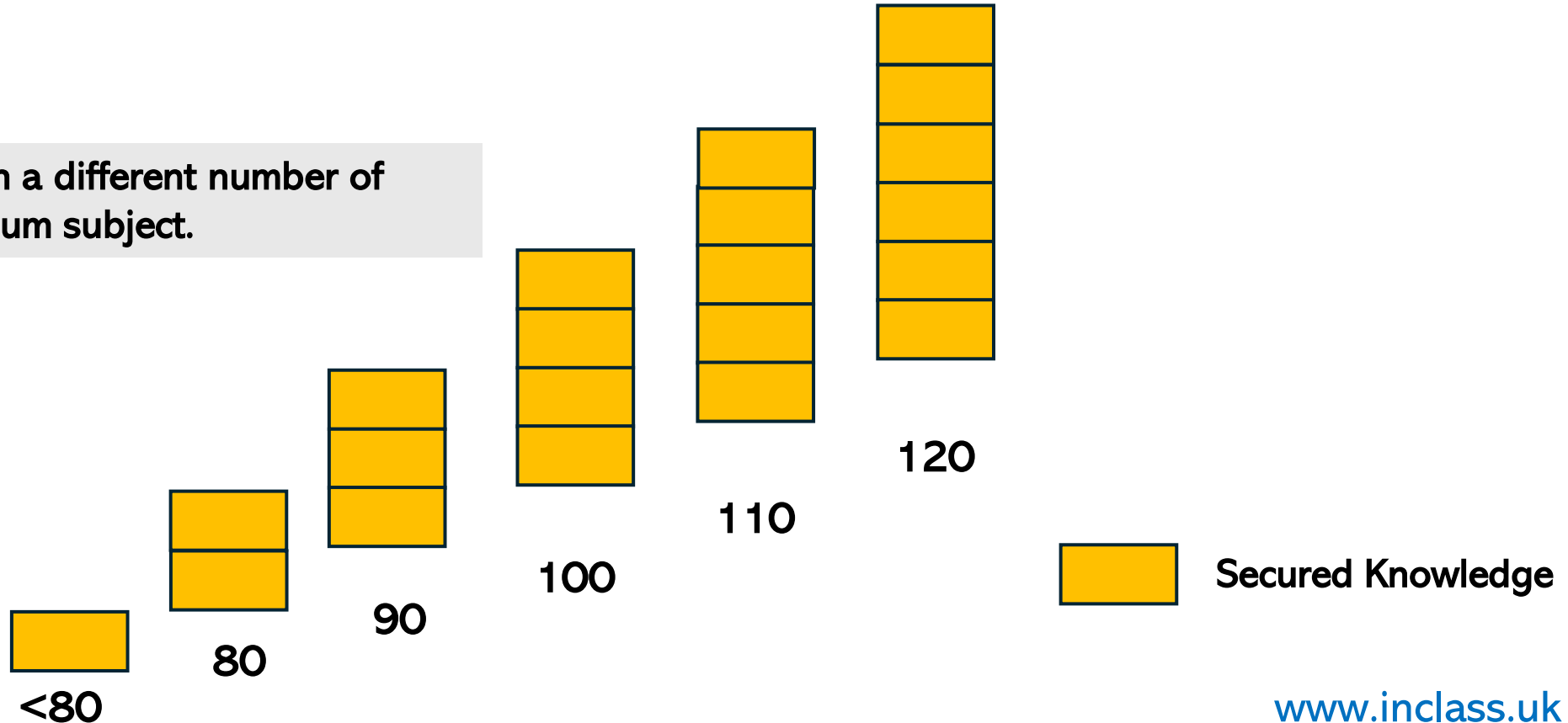
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# **Master Adaptive Teachers Build Skilfully**

**Cheryl Williams-Corcoran**

**Imagine knowledge as bricks.  
Each knowledge brick must be placed on top of  
each other to construct a strong curriculum path  
for each child. Imagine the curriculum is a wall.**

Each child arrives with a different number of  
bricks in each curriculum subject.



# Build Skilfully

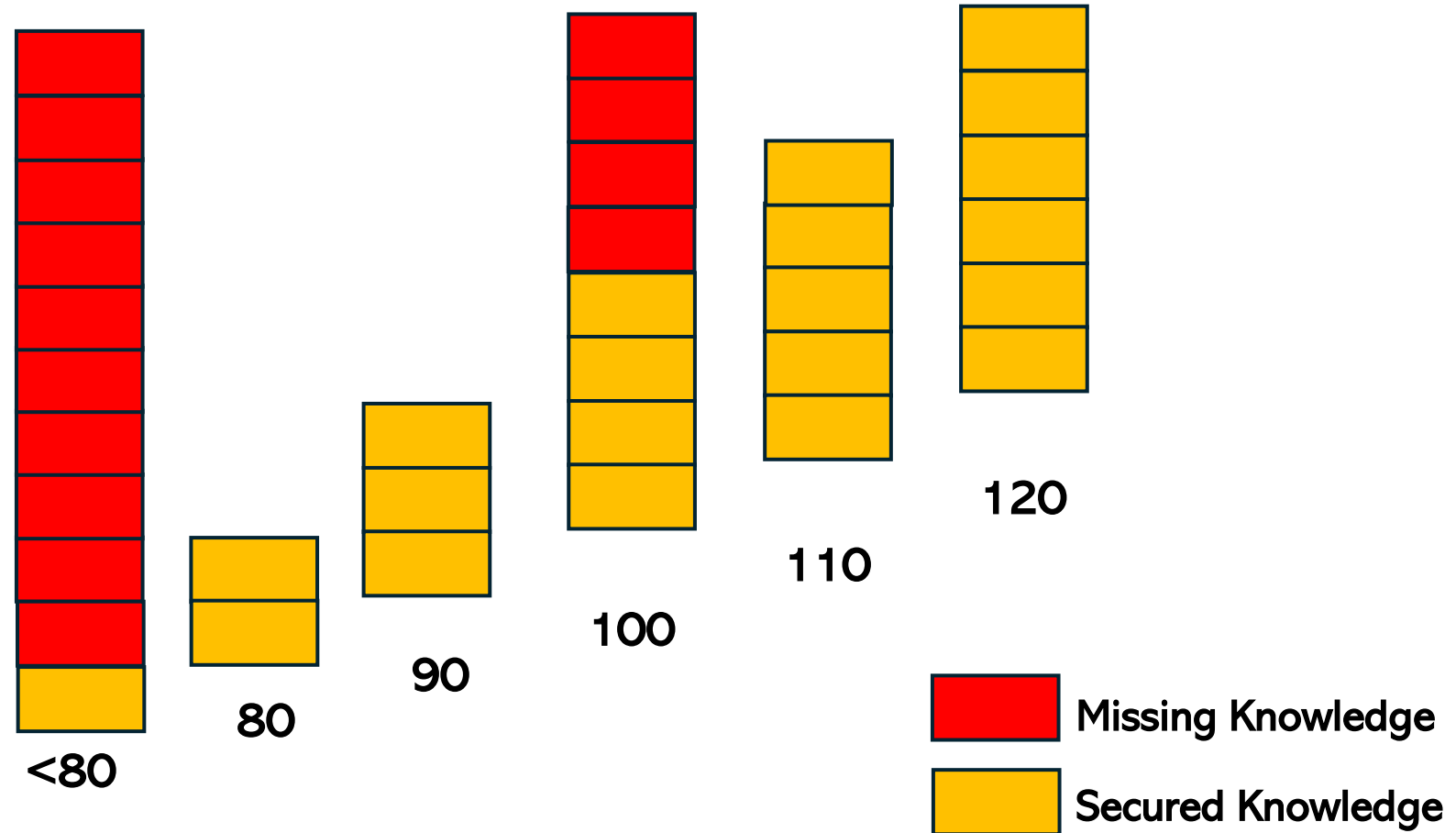
Some children have more knowledge bricks missing than others.

Master Adaptive Teachers (MAT) *'find out'* and develop a *'clear understanding'* which knowledge bricks are missing so they can place new knowledge bricks on top to skilfully build strong curriculum structures.

When children are tested, they can withstand the test because they have strong curriculum structures with all the correct knowledge bricks in place.

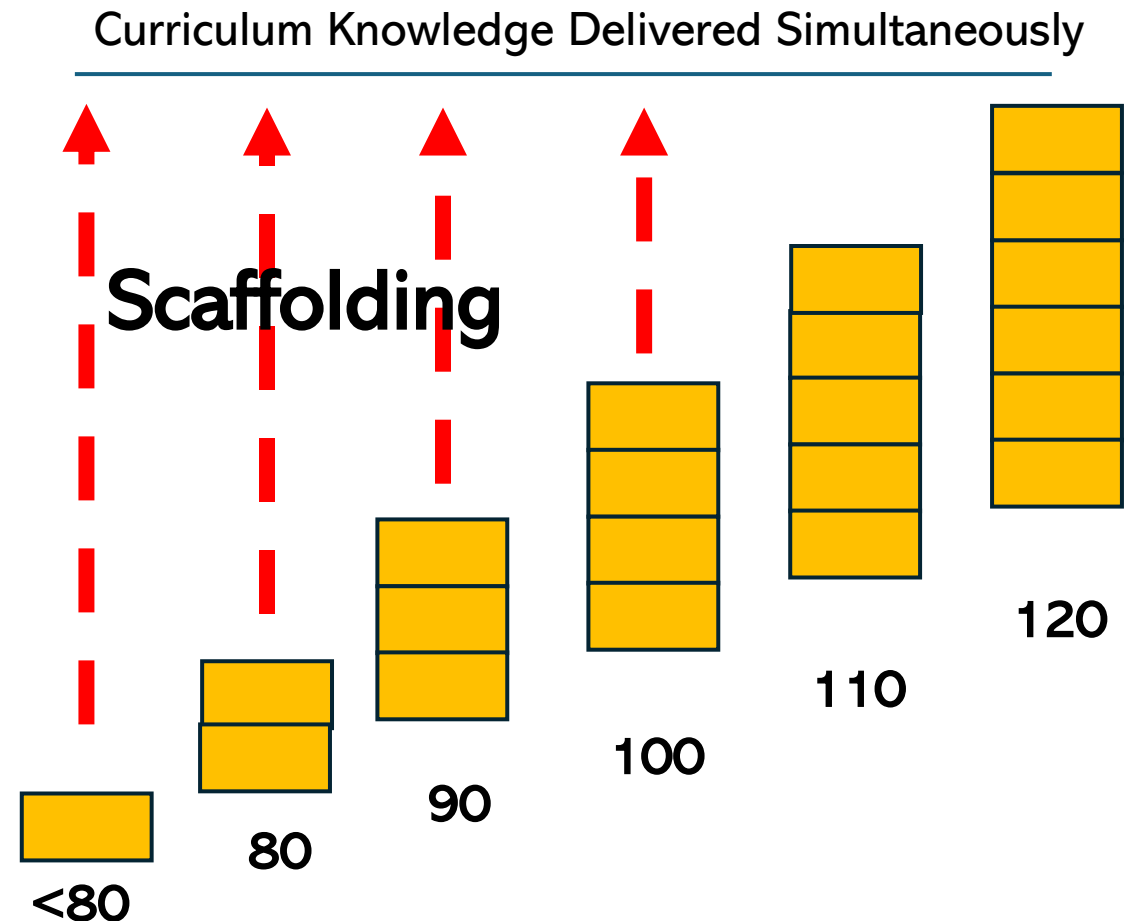
MAT build each child's curriculum wall in a skilful manner.

Curriculum Knowledge Delivered Simultaneously



# What happens when we use Scaffolding instead of finding & replacing missing knowledge bricks?

1. Using temporary structures to help children access universal curriculum knowledge simultaneously is not building skilfully.
2. Temporary structures do not find or replace the missing knowledge bricks.
3. When children are tested, the structures they have fail the test because they have weak curriculum knowledge walls.
4. Children still have knowledge bricks missing.
5. This means the initial problems which the missing knowledge bricks caused persist.



# What happens when we do not 'find out' & replace missing knowledge bricks?

1. Children with the most missing knowledge bricks do not build strong curriculum walls.
2. They have holes in their walls. The children develop *'I don't get it'* or *'I only get it with help'* or *'misconception'* structures.
3. Weak walls leads to children avoiding work and they begin to employ evading tactics (disruption).
4. This leads to learned helplessness.
5. This leads to persistent disruption.
6. This leads to suspensions.
7. This leads to exclusions for children who have the most knowledge bricks missing.
8. Leaders struggle to improve behaviour in classes when children have the most knowledge bricks missing.
9. Leaders then try to find solutions to 'fix' the behaviour. Behaviour does not improve because solutions do not find and replace the missing knowledge bricks.
10. Not finding and replacing the missing knowledge bricks is a:  
**major driving factor behind the longstanding (rising) national poor outcomes for children.**

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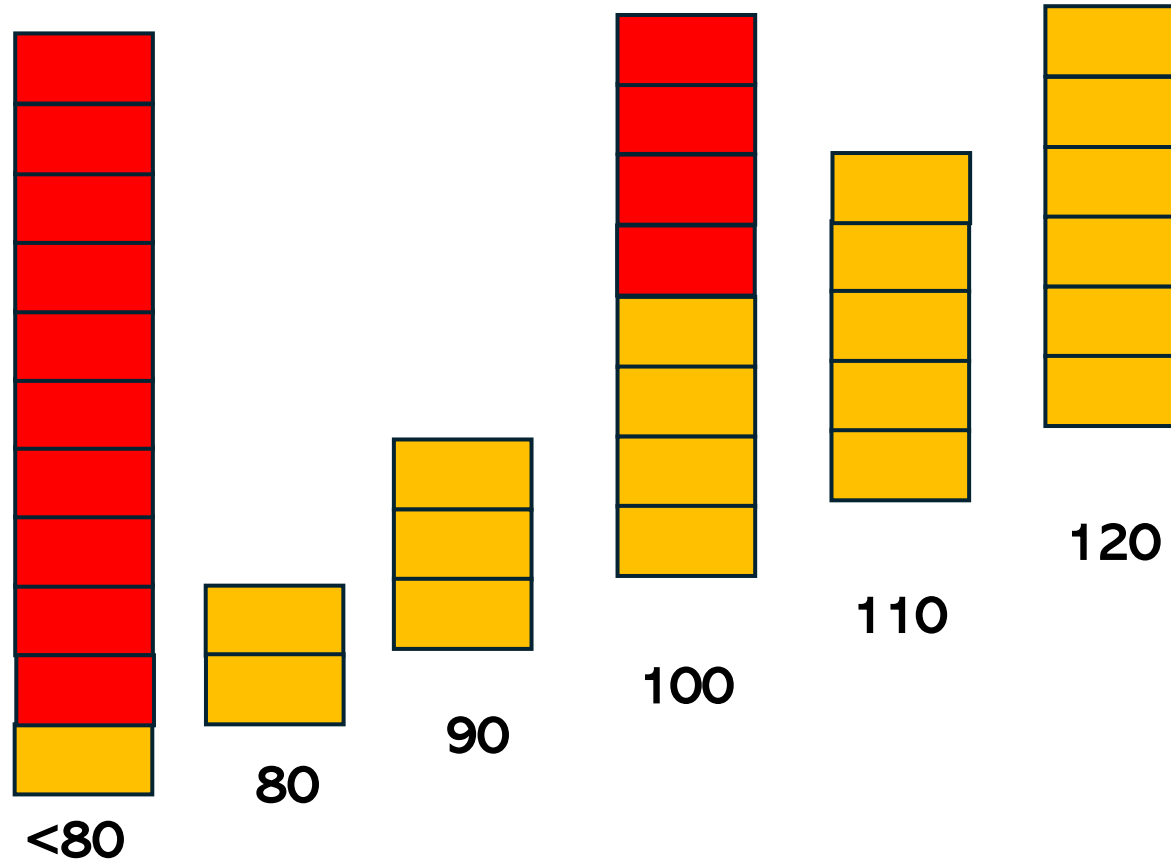
# Examples of Master Builders

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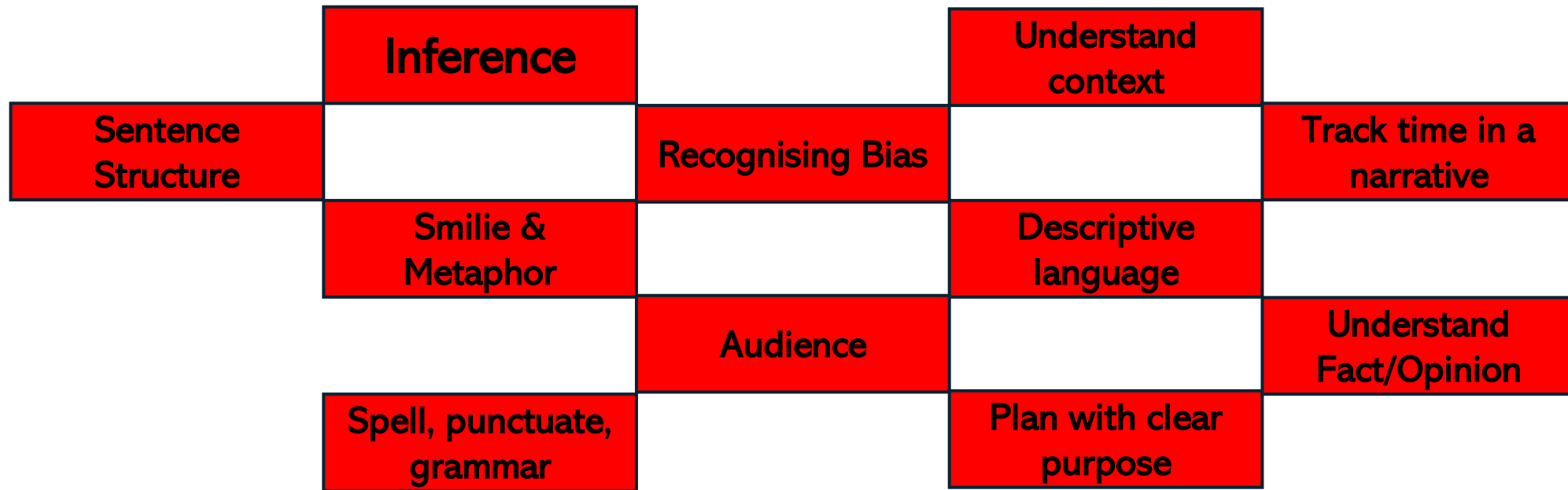
# Build Skilfully

## Studying Macbeth - Delivered Simultaneously to a Cohort

<80-100s  
children have  
significant  
missing  
knowledge  
bricks before  
studying  
Macbeth.



# Studying Macbeth - Delivered Simultaneously to a Cohort



When there are lots of children with lots of similar missing knowledge bricks, leaders 'find out' which knowledge bricks are missing and plan the building of the curriculum wall so it replaces the missing knowledge bricks for the cohort. This means teachers have less missing bricks to find and replace. They may find Classes 1-4 all have the 'Inference' knowledge brick missing, planning accounts for this. Classes 5-8 do not have this knowledge brick missing, planning considers this too.

MAT still plan lessons about Macbeth, but they weave all the missing knowledge bricks into lesson planning throughout the duration of teaching Macbeth to the class. Leaders QA all the missing bricks have been skilfully replaced.

The outcome should result in the entire cohort learning about Macbeth, whilst teaching simultaneously finds and replaces missing knowledge bricks. Different classes will likely have different knowledge bricks replaced.



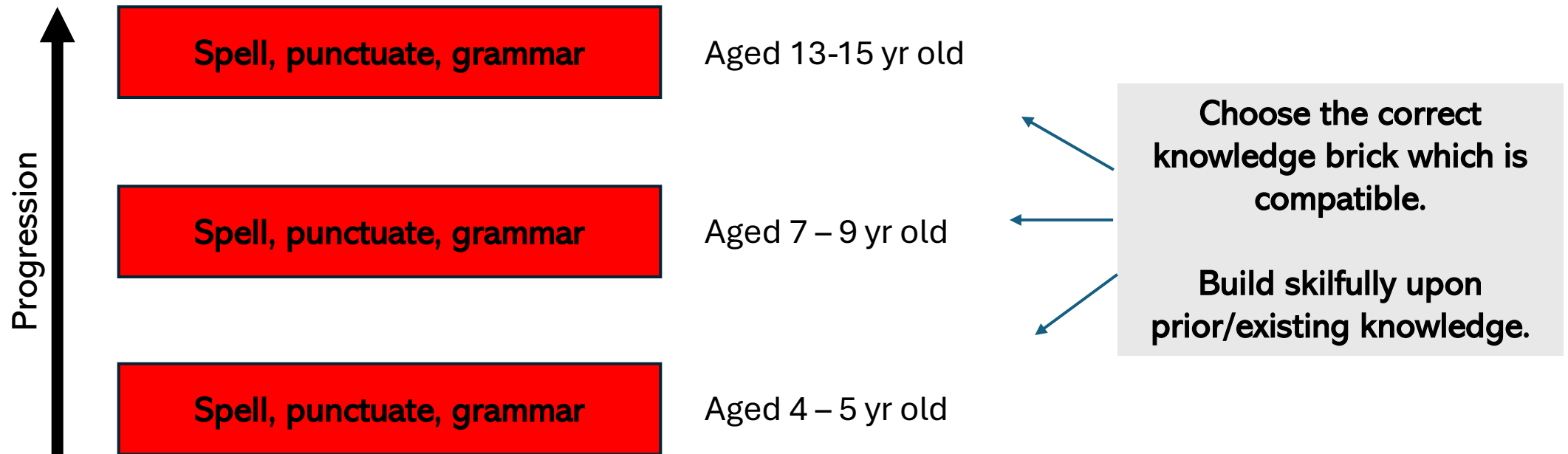
# Studying Macbeth - Delivered Simultaneously to a Cohort

Inference		Understand context
Sentence Structure	Recognising Bias	
Smilie & Metaphor		Descriptive language
	Audience	Understand Fact/Opinion
Spell, punctuate, grammar	Track time in a narrative	Plan with clear purpose

**“Each time a MAT finds a missing knowledge brick, they skilfully replace it”**

# Choosing The Correct Knowledge Brick

When incorporating each missing knowledge bricks such as *Spell, Punctuate, Grammar* into lesson planning MAT understand when they replace a missing knowledge brick, the brick should be meaningful and within proximity of the child's existing knowledge structure they already possess regarding *Spell, Punctuate, Grammar*. This enables children to connect the new knowledge brick successfully to their existing knowledge structure.



*Spelling, punctuation and grammar* incorporated into lesson planning must be within proximity to the child's existing knowledge on *spell, punctuate, grammar* whilst also incorporating new ambitious spellings, punctuation and grammar and ensuring the ambitious S/P/G is not out of reach or the incorrect brick.

**When a child disengages because they are 'stuck' or 'don't get it', MAT do not punish the child.**

**MAT ask:**

- 1. What knowledge brick is missing?**
- 2. Is this the correct brick?**
- 3. Skilfully replaces the brick.**

# **MAT do not build walls with holes in them.**

<b>Inference</b>	<b>Understand context</b>	<b>Analysis</b>
<b>Sentence Structure</b>	<b>Recognising Bias</b>	<b>Track time in a narrative</b>
<b>Smilie &amp; Metaphor</b>	<b>Plan with clear purpose</b>	<b>Descriptive language</b>
<b>Spell, punctuate, grammar</b>	<b>Audience</b>	<b>Understand Fact/Opinion</b>

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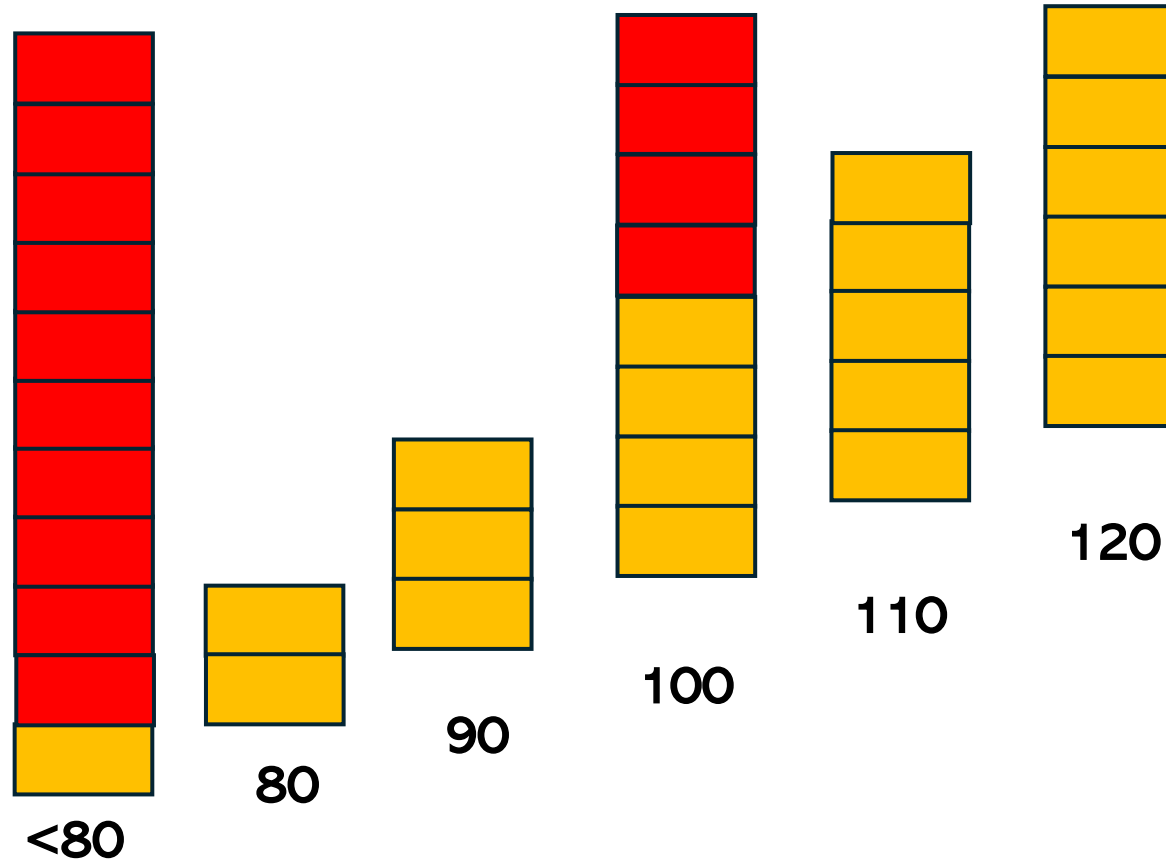
# Examples of Master Builders

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# Build Skilfully

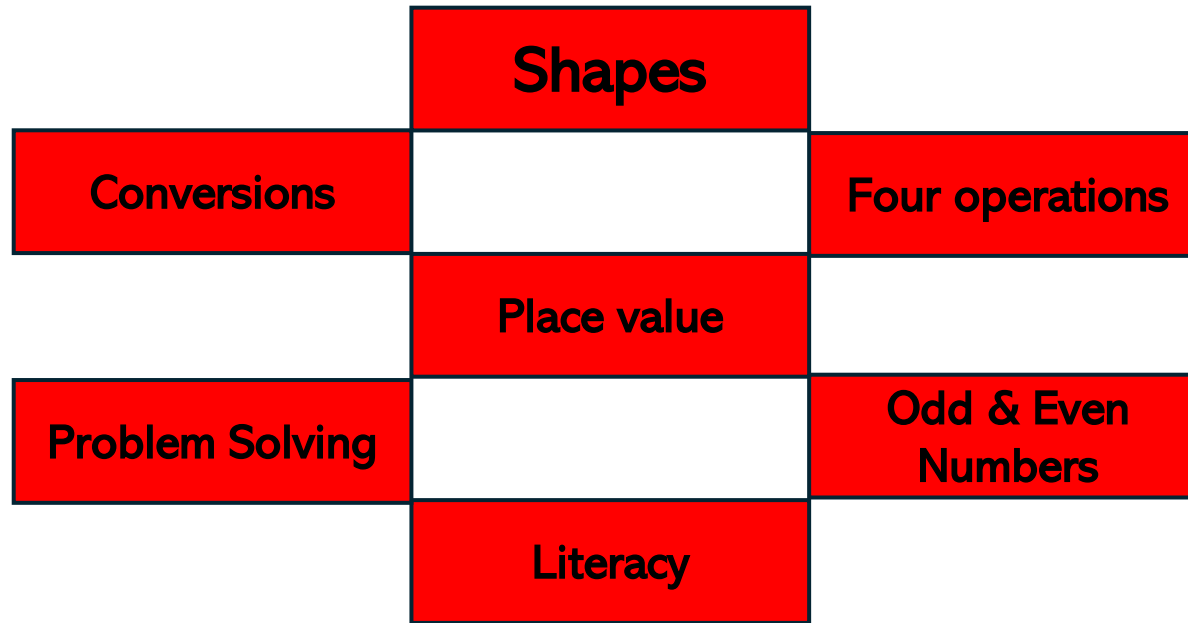
## Measure the Perimeter of a Shape

<80-100s  
children have  
missing  
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Measure the  
Perimeter of a  
Shape.



# Measure the Perimeter of a Shape

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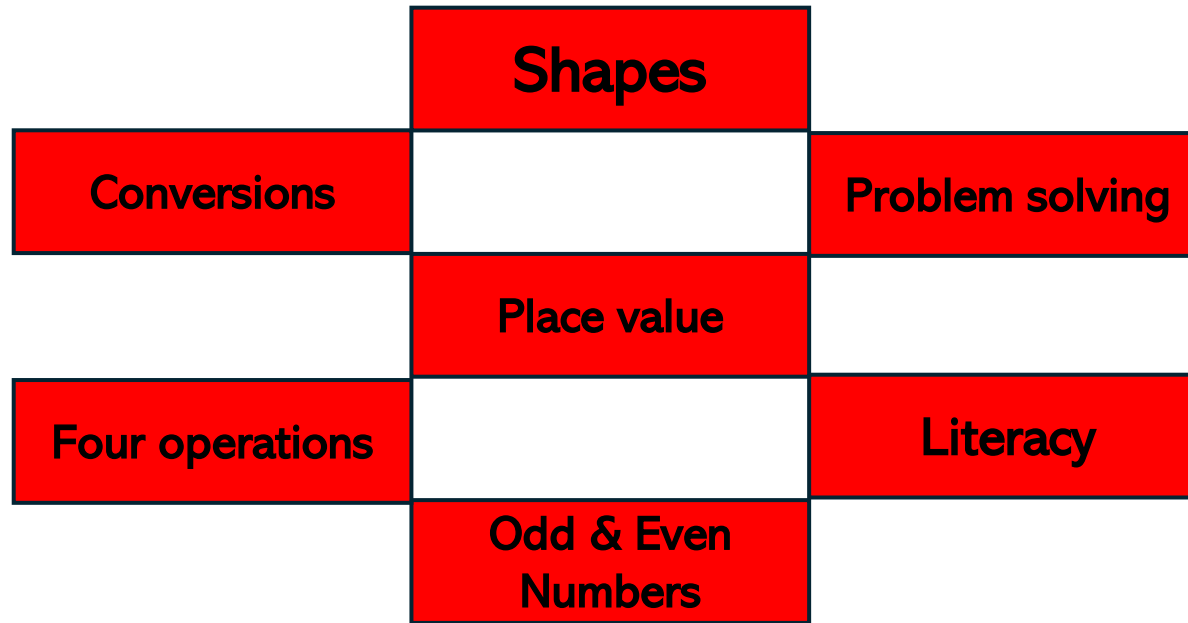


If leaders 'find out' there are lots of children with lots of similar missing knowledge bricks, leaders adapt curriculum plans so missing knowledge bricks are replaced for the cohort. If leaders 'find out' Classes 1 & 2 have Odd & Even knowledge bricks missing, they know lots of other bricks will be missing too.

Leaders would adapt the sequence bricks are placed to account for this. If classes 7&8 have all the bricks in place, they can continue to build new knowledge *Measure the Perimeter* of a Shape and learn this new knowledge successfully.

# Measure the Perimeter of a Shape

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**MAT find out which knowledge bricks are missing BEFORE/DURING/AFTER teaching Measure Perimeter of Shape.**

**THIS CONTINUAL PROCESS DEMANDS A CULTURE SHIFT.**

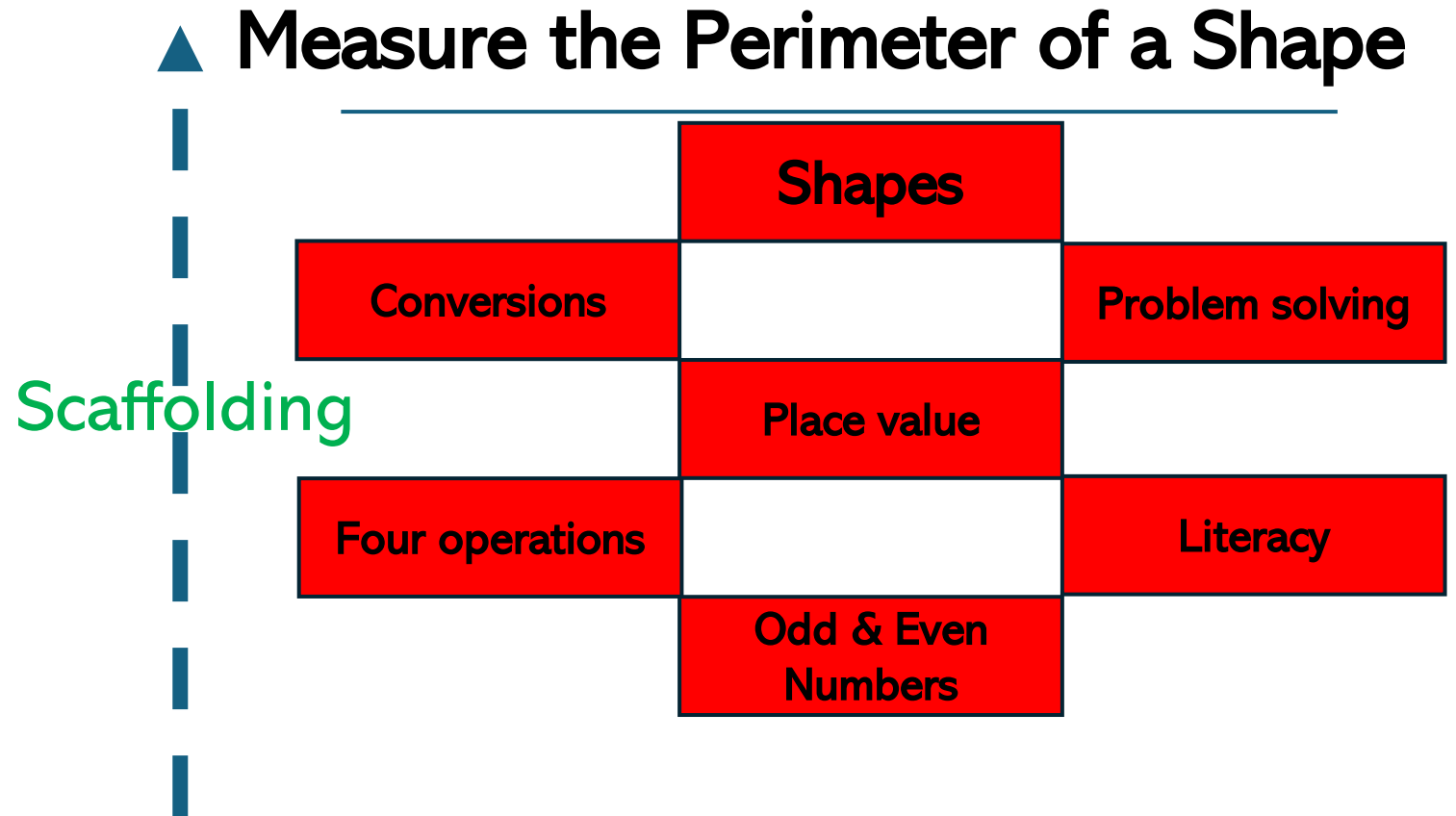
**If leaders ‘find out’ there are lots of missing knowledge bricks before building this wall, they know it is not time to build the Measure Perimeter of Shape wall. They must first lay the foundation knowledge bricks.**

**If the foundation bricks are in place, not too many knowledge bricks are missing, MAT can weave any missing knowledge bricks into lesson planning whilst simultaneously teaching Measure the Perimeter of Shape.**



**MAT would not scaffold this task to enable all children to Measure the Perimeter of a shape simultaneously.**

**MAT know this would leave holes in the wall.**



# MAT find the missing knowledge bricks & replaces them.

Measure the Perimeter of a Shape

Shapes	Conversions	Problem Solving
Odd & Even Numbers	Literacy	Four Operations

# MAT do not build walls with holes in them.

For more on  
**Master Adaptive Teaching:**

[www.inclass.uk](http://www.inclass.uk)

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