

## ECT training overview for Module 3 (2)

1-hour Online Learning Community (Week 12)

### How to use this overview

There are pre-session tasks for the facilitator (essential). You will need to refer to the Module 3 Summary Guide. The aim of this session is to enable the ECTs to participate in a facilitated discussion session relating to ways that adaptive teaching can be used most effectively.

The training session outline details what must be covered. All references to how this might be delivered are optional.

### Preparation for the facilitator

You should read the Module 3 Summary Module Guide and familiarise yourself with the self-directed study materials including the research summaries.

You will need to make use of an online learning platform such as Moodle, Blackboard, Zoom, etc.

This session requires access for the ECTs to break-out spaces, ideally facilitated by a break-out facilitator. These are likely to be mentors/more experienced staff members. Consider the groupings that are likely to optimise sharing of examples.

### Preparation for the ECTs

No preparation required.

### Learning Intentions for this session

This session should focus on the ways in which adaptive teaching can be used most effectively.

The ECT will learn that:

**5.3** Adapting teaching in a responsive way, including by providing targeted

support to pupils who are struggling, is likely to increase pupil success.

The ECT will learn how to:

**Meet individual needs without creating unnecessary workload, by:**

- 5h.** Making use of well-designed resources (e.g. textbooks).
- 5i.** Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
- 5j.** Building in additional practice or removing unnecessary expositions.

## Introduction

This session occurs towards the end of Module 3. The module began with a self-assessment audit against Module 3 ECF content. Through this module ECTs will have considered the fundamental principles of planning well-structured lessons to ensure that they meet the needs of all learners, and how they might adapt teaching to ensure that pupils don't get left behind. They will have worked with their mentors to extend their understanding and practice through a range of learning activities, with opportunities to consider research on how to structure lessons and adapt their teaching including using modelling and scaffolding, as well as developing metacognition in pupils. They will be using this to evaluate their own approaches to ensuring that pupils can build on prior knowledge and address misconceptions before they become a barrier to learning. This will be leading to the practical application of theory to their practice, applying new and refining existing approaches in the classroom. There will be further opportunities for both collaborative and individual planning, reflection and evaluation, through which the ECT will further develop their practice.

This module is 12 weeks long. Within the sequence of this programme, the module is designed to be run in the spring term of Year 1 of the programme.

## Research Summary for this session

**Adaptive teaching** involves the teacher being flexible and responsive about the methods they use in lessons, to ensure that they can meet the needs of all their pupils and deviate from the lesson plan where necessary. Adaptive teaching requires a reflective approach, since the teacher needs to be able to acknowledge the need

to change the strategy being used. Although adaptive teaching is easier with experience, it can be achieved early in a teacher's career through careful planning – by anticipating pupil misconceptions before they arise, for example. It is important that this is done in response to pupils' needs, not an artificial process which breaks the flow of the lesson.

Adaptive teaching includes providing targeted support to pupils who are struggling, but creating separate distinct tasks for different groups is less likely to be valuable: it risks lowering expectations for some, and it can add unnecessarily to workload.

To adapt your teaching without creating separate distinct tasks, you should:

- intervene within lessons with individuals and small groups
- divide your support between the whole class, specific groups and individuals (e.g. it is often possible to set up a whole-class independent task, freeing you to give extra support to a group or individual)
- while maintaining high expectations for all, you can vary the quantity of work you demand from some or the amount of time you allow some to complete it
- use and reuse templates, writing frames, key concepts mats and other worked examples as scaffolds you can easily introduce or withdraw as you adapt your teaching

Deliberate, purposeful **practice** is essential if pupils are to retain the new knowledge and skills they have been taught. This requires the pupils themselves to put sustained effort into improving their performance within a given domain. Deliberate practice is positively correlated with performance. Each time memories are recalled, they are strengthened. In order to embed new learning in their long-term memory and be able to retrieve it for future use, pupils need to regularly retrieve new knowledge and skills, and apply them in new and diverse contexts.

To help your pupils with specific learning needs to learn through practice, you should:

- design learning sequences that give your pupils regular opportunities to practise, and to retrieve from memory what they have previously learned (so much the better if you can make this low-stakes and low-stress)
- design practice tasks to ensure a high success rate for your pupils, but
- over time, increase the challenge – for example, by removing scaffolding or by increasing the length of time between visits to the topic

**Critical knowledge** is the essential information pupils need to learn the next steps in an area of the curriculum. It is linked to the idea of foundational concepts. Critical knowledge might be a key concept or piece of vocabulary, for example, or a mathematical process without which the next steps can't be made.

**Exposition** refers to the process of explaining concepts, ideas and information with great clarity. It requires the teacher to have sound knowledge of the curriculum area, and involves ensuring that pupils are able to understand new information in the context of their prior knowledge and understanding. Exposition is about more than simply telling pupils information. It also involves providing examples to illustrate and illuminate the material to be learned. Examples can include visual and conceptual models, application of rules, and contextual information. Good exposition may also involve modelling. Exposition does not require pupils to make discoveries themselves: by moving from the general to the specific, it allows pupils to understand increasingly detailed explanations of the material to be learned, and link those explanations to information presented previously as part of a general overview.

To help your pupils learn through more effective exposition:

- plan what you are going to say and how you are going to model to your pupils
- think about the visuals and examples you can use that will help your pupils connect this new learning with what they already know
- be prepared to break down your expositions further for those pupils who may need it
- allow time also for pupils to practise; don't simply rely upon exposition

### **The training will need to cover**

This session should focus on the ways adaptive teaching can be used effectively. Timings are suggestions only.

You might follow the schedule below or design your own training around themes which enable ECTs to:

- share adaptive teaching strategies which respond effectively to pupils who are struggling, thereby increasing success.
- promote discussion about what has worked well, and why
- meet individual needs without creating unnecessary workload by making use

of well-designed resources

- promote sharing of valuable resources
- plan to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge (consider how might this most effectively be addressed?)
- build in additional practice or removing unnecessary expositions

### **Review 10 mins**

You might provide the following example as a stimulus for the online discussion activity, or design your own group work story to reflect school types, subjects, phases, etc., of the ECTs. Allow time for reading through the example.

Manuela is an ECT who teaches modern foreign languages in a small academy situated in a coastal town. Her teaching of French to a Year 7 class has recently become challenging because the school has recently admitted eight Roma children who are residing near to the school, and three of the children are in Manuela's class. Manuela is aware from her PGCE that Gypsy, Roma and Traveller pupils are amongst the lowest-attaining ethnic group, and is eager to ensure she is responsive to the already apparent signs that the three children in her class are clearly struggling.

Consider ways that Manuela might be able to support the three children effectively through adaptive teaching, while still offering high levels to all pupils in her class.

### **Plan/Theory to Practice 45 mins**

Use the above, or similar example, to prompt discussion about effective adaptive teaching. You might, for example, structure discussion around the following points:

- What does Manuela's story (or other examples) tell us about responding to pupils who might be struggling?
- How might the effective use of resources support Manuela further?
- How might pre-teaching tasks be used to support the three Roma children?

Prompt ECTs to draw from learning across the whole module to discuss support here.

### Next Steps 5 mins

Encourage the ECTs to capture their learning from the session. This could be done as a series of *I have learned that...* and *I have learned how to...* statements.