

ECT training overview for Module 5

1-hour Online Learning Community (Week 5)

How to use this overview

There are pre-session tasks for the facilitator (essential). You will need to refer to the Module 5 Summary Guide. The aim of this session is to enable the ECTs to participate in a facilitated discussion session relating to building relationships with colleagues, parents and carers.

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 5 Summary Module Guide and familiarise yourself with the self-directed study materials including the research summaries. It would be useful to familiarise yourself with the ECT materials related to the mentor sessions that are sequenced either side of this training.

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 grouping pupils carefully can support pupil attainment, behaviour and motivation if used carefully.

The ECT will learn that:

- 8.3** Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
- 8.4** Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.

The ECT will learn how to:

Build effective working relationships, by:

- 8f.** Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.
- 8g.** Seeking ways to support individual colleagues and working as part of a team.
- 8h.** Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.

Introduction

This module addresses the concept of teaching as a profession and the responsibilities of teachers as professionals. ECTs will explore strategies for managing their workload and wellbeing; they will then look in some detail at the role of research in effective teaching and will consider 2 guidance reports from the Education Endowment Foundation that address best practice in working with teaching assistants and in engaging parents. ECTs will explore strategies for working effectively with colleagues, including specialist colleagues within their school. Throughout the module, ECTs will be encouraged to apply their learning to their own practice and context and to act with agency in developing themselves as professionals.

This module is 7 weeks long. Within the sequence of this programme, the module is designed to be run in the second half of the summer term of Year 1 of the programme.

Research Summary for this session

This session is towards the end of the module and makes use of the research and practice summaries from Weeks 4–6. Review as appropriate.

The training will need to cover

Building relationships with colleagues, parents, carers and families. Timings are suggestions only.

Review 10 mins

Contextualise the session for the ECT. You should make connections for the ECTs regarding their last mentor meeting. The ECT should have explored the evidence on parental engagement and the powerful impact this can have on pupils' learning. In their next mentor meeting they will look more closely at the interconnected nature of schools and their role in working with colleagues to both support pupils' learning and contribute to the wider life of the school. This session is an opportunity for the ECT to share with their peers some of their experiences arising this year in working with both colleagues and members of the wider school community. Focus on sharing practical ideas for dealing with common situations.

Plan/Theory to Practice 45 mins

Design training that facilitates understanding of the importance of building relationships with colleagues, parents, carers and families. It might be useful to take each of the different relationships separately as set out below, but ensure that you address the required learning intentions.

Working with colleagues

You could use the proverb, 'it takes a village to raise a child'.

- Ask ECTs to respond to this statement – what does it mean to them? What does it mean in the context of being a teacher?
- Build on ECTs' answers to contextualise the importance for teachers of working collegially with colleagues and the wider school community to support

pupils' learning and the wider life of the school

You could list strategies for supporting and developing effective professional relationships with colleagues/building effective working relationships. For example:

- be an energy source, not an energy sink (smile, acknowledge effort, look for the positive in situations)
- be proactive in arranging joint planning for topics taught by more than one teacher
- offer help when you can, if your workload allows
- contribute to extra-curricular activities, if your workload allows
- be clear about what you can and cannot take on, and deliver on what you do commit to
- pass on important information about pupils promptly to specialist teachers (SENCO, pastoral leads, etc.)
- resolve any tension or conflict promptly and positively

You could ask the ECTs to focus on working with colleagues to contribute to the wider life of the school. Explore the suggested strategies as a group and ask ECTs to share:

- examples of when they have done this in their own practice
- language for others to use if they are not sure how to go about doing this (especially around how to deal with requests to take on extra work – how to say ‘yes, but this is all I can manage’ or ‘no, I would love to be able to support this but I do not have any capacity to take on additional work at the moment’ or ‘I would love to be able to support this. Can you help me look at my work plan and see if I can make space to take this on?’ etc.)

Working with parents, carers and families

You could link back to the recent mentor meeting about parental engagement and ask ECTs to share their key learning points from this meeting. Specifically, what strategies did they learn about? Have they used, or seen in use, in their schools:

- effective relationships with parents and carers?
- effective use of parents' evenings to engage parents and carers in their children's schooling?

You could also collate these strategies on screen during discussion. You could use discussion to highlight characteristics of effective approaches, drawing on the EEF report on parental engagement as a source of information on good practice.

Discussion and collaboration

Groups could work with a series of vignettes to discuss how they would respond to each, drawing on strategies discussed in session so far. You could use the following ones or adapt these to your own contexts.

Vignette 1: A new pupil joined your class in January. They have recently arrived in England and are not yet fluent in English, although they are making good improvement in their spoken English, in particular. You don't think their parents are confident in reading or speaking English yet, but you aren't sure as you've not yet spoken to them since they dropped the pupil at school on their first day. You are very pleased with the pupil's effort and attitude – they work hard, behave well and are helpful towards classmates. However, you have some concerns about the pupil's progress, and you have noticed some signs recently that you have read can indicate dyslexia, although you don't feel confident enough to be sure about this. You wonder what you should do next.

Vignette 2: A colleague in your team is usually helpful and cheerful. Recently they have seemed stressed and tired. Yesterday you left some books on their desk while you had a quick meeting with a parent and, when you returned, there was a note on your books asking you to 'please remember that this is somebody else's workspace and not your dumping ground'. You were taken aback and upset by this.

Vignette 3: The school summer fair is coming up and the deputy head in charge has asked for volunteers. They approached you to ask if you could be in charge of catering as they know you are a keen baker. You would like to contribute to the event, especially as the deputy head is a strong character and key decision-maker in the school. However, you think this is too much for you to take on alone in your first year at the school.

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. You could ask all ECTs to share one key learning point that they will take away from this session into their own practice.

Signpost that ECTs will pick up issues of relationships with school colleagues in their next mentor meeting, looking in more detail at working with SENCOs, pastoral leaders, careers advisors and other specialist colleagues in their school context.