

# Summary Module Guide

## Module 6: Enabling pupil learning

### Use this summary module guide to:

- understand how this module fits within the ECF overall
- understand how each session fits within this module
- inform decisions about how to sequence sessions in your context
- plan and prepare effectively for each session

### Using the module guide

This guide sets out the contents of the module, week by week. Training sessions are also outlined here. One week contains two sessions. The following information is provided for each session:

**Self-directed study – with references to ECF statements addressed in the session (these are mostly ‘learn that...’ statements)**

**ECT mentor meeting – with references to ECF statements addressed in the session (these are mostly ‘learn how to...’ statements)**

#### Prepare

The first row under the header of each table refers to any preparatory activity needed for the self-directed study session.

The first row under the header of each table refers to any preparatory activity needed for the ECT mentor meeting.

#### Contents

The second row contains a summary of the main elements of the self-directed study session.

The second row contains a summary of the main elements of the ECT mentor meeting.

## Module overview

Module 6 of the ECF addresses Teachers' Standard 1: Set high expectations, and Teachers' Standard 7: Manage behaviour effectively. It is a continuation of Module 1 from the first year of this programme.

The topics within this module are:

1. Completion of Module 6 audit
2. Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively
3. Forming an evaluative inquiry question
4. Review of Module 6: report back on inquiry

The module begins with a self-assessment audit, based upon the Module 1 ECF content from Year 1. A full year has passed since last you considered this audit: in many areas, you will have developed very secure practice; others may still be areas of development for you. In this module, by taking an inquiry approach to your professional learning, you will gain a deeper understanding of the skills and practices involved in maintaining high expectations of your pupils and managing their behaviour effectively.

This module is 5 weeks long. Within the sequence of this programme, the module is designed to be run in the first half term of autumn in Year 2 of the programme.

## Week 1: Module audit

### ECT mentor meeting (Teachers' Standards 1 & 7)

ECT should provide a copy of their Module 1 audit, which they completed at the end of that module in Year 1.

ECT to bring supporting evidence to the session. See session plan for details.

ECT and mentor to agree whether audit is completed in advance or during the session.

**Self-assessment** against module 6 audit, using evidence mainly from Year 1.

**Discuss with mentor** to agree areas for development for module and how to use module audit as a means of charting progress across the module.

## Week 2: Annual Conference

### Annual conference: 3 hours (8.1, 8.7, 8a, 8d)

Facilitators should familiarise themselves with the ECF Year 2 Practitioner Inquiry Handbook, which includes summaries of research, stimulus material and activities for use in mentor meetings, self-directed study and training sessions

This conference provides an important introduction to the second year of the ECF, which uses inquiry approaches to deepen ECTs' engagement with the ECF.

## Week 3: Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively

**Self-directed study (1.1, 1.2, 1.3, 7.1, 7.2)**

ECT should remind themselves of the area for development agreed with their mentor on Week 1, and their inquiry question agreed in Week 2.

**ECT mentor meeting (1a, 1b, 1c, 1d, 7a, 7e, 7g, 7h, 7j)**

ECTs should bring their 'simple evidence statement' to the meeting, and any evidence they have collected in support of it.

**Action planning** around how to collect evidence for the inquiry.

**Analysing artefacts** to analyse impact of teaching.

**Discussion with pupils** to analyse impact of teaching.

**Self-assessment** through writing a simple evidence statement of the impact of the ECT's normal teaching.

**Analysing data** and the ECT's simple evidence statement.

**Discuss with mentor** of an alteration to the ECT's teaching.

**Collaborative planning** to decide what evidence would suggest to the ECT that the alteration to their teaching had led to an improvement.

## Week 4: ECT Training

**ECT training: 2 hours**

Facilitators should become familiar with the Year 2 Conference Training Outline, as this session develops principles and practices of practitioner inquiry introduced during the Year 2 ECT Conference.

This session focusses on an area chosen by the ECT to develop, and the forming of an evaluative inquiry question.

## Week 5: Review of Module 6: report back on inquiry

### ECT mentor meeting

The ECT needs to be ready to present their findings from their short inquiry.

**Sharing practice** ECT reports back on their progress with their area for development and their inquiry.

**Self-assessment** of progress that the ECT has made against the Module 6 audit.

**Collaborative planning** to set goals in relation to Teachers' Standards 1 and 7.

### Optional further reading

The Early Career Framework draws on the best available evidence from the UK and overseas. The Research and Practice Summaries that frame each session in this module are rooted in the evidence base of the Early Career Framework, synthesising findings across the literature and presenting these in clearly actionable strategies for practical application in the classroom. If you wish to extend your reading around the content covered in this module by referring to original, foundational sources, you are encouraged to begin with the references below. These are drawn from the wider references listed in the Early Career Framework itself.

Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., & Thompson, A. (2017) *SEN support: A rapid evidence assessment*. Accessible from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/628630/DfE\\_SEN\\_Support\\_REA\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf)

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Accessible from:

<http://bit.ly/2OvmvKO>

Education Endowment Foundation (2018) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. Accessible from:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Institute of Education Sciences (2008) *Reducing Behavior Problems in the Elementary School Classroom*. Accessible from:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/4>

PISA (2015) *PISA in Focus: Do teacher-student relations affect students' well-being at school?* Accessible from: <https://doi.org/10.1787/22260919>