

Module 1 training

ECT training overview for Module 1

2-hour session (Week 4)

How to use this overview

There are pre-session tasks for the facilitator (essential). You will need to refer to the Module 1 Summary Guide. This provides the foundation to this ECT training session. The Learning Intentions refer directly to the Learn that and Learn how to statements from the ECF. This session sets out what must be covered by the facilitators in the 2-hour session. All references to how this might be delivered are optional.

Preparation for the facilitator

You should read the Module 1 Summary Module Guide and review relevant ECT materials.

Preparation for the ECTs

No preparation required.

Learning Intentions for this session

This session is sequenced in Week 4 of Module 1 and will be focused on supporting the most vulnerable students.

You will learn that:

- 1.6** High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 7.2** A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.
- 7.7** Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

You will learn how to:

Develop a positive, predictable and safe environment for pupils, by:

7a. Establishing a supportive and inclusive environment with a predictable system of

and sanction in the classroom.

7b. Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).

1c. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.

Communicate a belief in the academic potential of all pupils, by:

1a. Using intentional and consistent language that promotes challenge and aspiration.

1b. Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.

1.d Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

Motivate pupils, by:

7.k Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be better supported to meet high academic and behavioural expectations.

Introduction

This training session occurs in Week 4 of the module. The module begins with a self-assessment audit against Module 1 Early Career Framework content. Through this module, the ECT will explore strategies for establishing and maintaining a supportive learning environment in which all pupils are able to learn well. They will observe colleagues' practice and have multiple opportunities to script and rehearse strategies to use with their own pupils. This module finishes with a developmental

lesson observation by their mentor so that they can get support and feedback around an aspect of this module of their choice.

This module is 7 weeks long. Within the sequence of this programme, the module is designed to be run in the autumn term of Year 1 of the programme. Please note that core content is delivered in both the 2-hour training session and online learning community.

Research Summary for this session

To cover (with suggested subheadings, to match session content):

Disadvantage (1.6, 7.7)

High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

However, a number of widespread myths exist about disadvantage, and it is important to actively address these so that they do not limit the effectiveness of ECTs' teaching. Perhaps the most widespread and problematic of these myths is the belief that disadvantaged pupils need a wholly different approach to teaching from their peers. Research evidence, including the Education Endowment Foundation's Teaching and Learning Toolkit, suggests that this is not true.

When thinking about supporting disadvantaged pupils it is important to remember the following:

Disadvantaged pupils are not a homogenous group with identical needs.

Typically, what works for disadvantaged pupils is effective for all pupils. It can help to think of some interventions as 'gap closers' – they disproportionately benefit disadvantaged pupils. Meanwhile, other interventions can be 'gap wideners' because they widen the existing gap in attainment between disadvantaged pupils and their peers.

The best thing that teachers can do is to focus on 'quality first teaching', supported by targeted interventions (e.g. one-to-one tuition and small group interventions). This will benefit all pupils, especially the most vulnerable. The strategies highlighted in the Early Career Framework underpin quality first teaching that benefits all pupils.

Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure. These experiences and perceptions can derive from formal assessments or other significant feedback points in a pupil's career, or from daily interactions and experiences in the school. Teachers can influence pupils' perceptions by creating opportunities for all pupils to experience success in all (or at least) most of their lessons. Following transition to post-16 education, pupils who

have not reached their target grades may perceive themselves to have failed in their GCSEs, and this can be a particularly important point at which perceptions can influence investment in learning.

Being inclusive (7.2, 7.7, 7a, 7b)

A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. Central to developing such an environment is the use of consistent expectations, some of which will be embodied in routines. This takes time to do and pupils may challenge these expectations. Reinforcement can be supported through a predictable system of reward and sanction. ECTs should also draw on colleagues as part of a wider system of behaviour management.

ECTs were introduced in Week 2 of this module to a 4-stage process for thinking about routines:

Clarify – begin by clarifying exactly what the routine involves and why you are using it. For instance, the aim of the routine may be mainly about maximising time for learning safely.

Model – show pupils how to perform the routine and explain its purpose, highlighting the core principles or elements of the routine. It can help to show non-examples that represent common misinterpretations of the routine as part of this.

Practice – scaffold opportunities for practice when first using the routine. Including an element of competition may be appropriate here – for example, timing groups of pupils to see who can clear away equipment and be ready to exit the classroom in the least time.

Reinforce – regularly reinforce the routine by acknowledging when it is done well and providing reminders and further practice where it is not.

ECTs have also learnt that adapting routines and systems to suit their own context is important. For instance, if there are whole school routines about entering classrooms, this may look different in a science or drama studio compared to other subjects.

Being aspirational (1a, 1b, 1c)

Teachers have a crucial role to play in shaping pupils' beliefs about their own academic potential. This can be done by communicating a belief in the academic potential of all pupils. Central to this is the behaviour that ECTs model to their pupils.

Examples of how this can be done include:

Intentional and consistent language – this can promote challenge and aspiration. ECTs should ensure that their language is equitable, aspirational and positive.

Setting tasks that challenge and stretch pupils – succeeding at challenging tasks and goals is very motivating. ECTs need to consider the tension between ensuring that their goals are both challenging, while also being achievable. This is supported by a challenging, appropriate curriculum.

Creating a positive learning environment – teachers can shape the environment in their classrooms so that it is a positive environment where mistakes are recognised as a necessary part of the learning process, and effort and perseverance are part of the daily routine. An example of how this can be achieved is through showing the progress that pupils can make through editing and revising their work. Showing a 'before' and 'after' using a visualizer can normalise making mistakes and emphasise the benefits of perseverance.

Working with parents, carers and colleagues (1d, 7k)

ECTs will examine how they can work effectively with parents, carers and colleagues to better understand and support pupils towards the end of Module 1. The aim of the session today is to provide a brief overview of this topic. In particular, ECTs should understand that:

Engaging with parents, especially about successes, can help build pupils' aspirations and belief in themselves.

Gathering additional information, including from colleagues, parents and carers, can help ECTs better understand pupils' needs and form more effective relationships. Try to gather information from more than one source so that the judgements you make are more robust.

The training will need to cover

The importance of providing support to the most vulnerable students and effective approaches to achieve this.

You will need to design training that addresses 1.6, 1a, b, c and 7.2, 7.7, 7a. Timings below are suggestions only.

Review 15 mins

You should create a review opportunity to allow ECTs to consider disadvantage and its impact on pupils' progress. This could be facilitated through a series of contextually relevant data for the ECTs to consider (e.g. DfE, Education Policy Institute, school data, etc.). You will want to check the range of understanding here.

You might ask the ECTs to:

- share their responses to the data
- consider what elements of their own practice they currently adopt to specifically address the gaps in achievement
- identify what they perceive as the most significant challenges

Plan 60 minutes

You might design short scenarios relating to your context that enables discussion/learning related to the key messages in supporting vulnerable pupils and developing high-quality teaching. Two examples on (a) being inclusive and (b) being aspirational have been included below, but while you might choose to use these, references to the ECT's school context will be useful.

(a) **Being inclusive:**

Jasmine is an ECT. She is teaching within a large primary school. Her class of Year 5s are 2 weeks into a half-term project on the ancient Greeks. This is a cross-curriculum activity that most of the pupils seem to be enjoying. The project has required high levels of planning and is a highlight in the Year 5 curriculum.

Engagement is high; however, Jasmine has noticed that several pupils appear to be less engaged in many of the activities. Three pupils seem rather quiet and disinclined to participate. One other pupil, Jake, is inclined to disrupt group work and slightly irritates other group members.

In her mentor meeting, Jasmine explains her concerns to the mentor, Jolyon. Jolyon asks her to think about the individual needs of each pupil. Jasmine is shocked to find that the less-engaged pupils are either children with Pupil Premium and/or SEND. The other pupil, Jake, does not fall into this group. Jake's parents recently split up and he has found the transition difficult, although he usually participates fully in class.

The above scenario, if you choose to use this and/or similar examples, allows the ECT to consider:

The importance of routines in the classroom. Here, the routines and systems have been disrupted to enable a more creative environment. How might this creative project been set up in such a way that some of the more vulnerable pupils would have felt secure? What might Jasmine do now, to settle her pupils into the project?

Beyond Jasmine's example, what do ECTs do in their own practice to ensure they establish and reinforce routines in their lessons? This takes time to do and pupils may challenge these routines.

How do ECTs establish a supportive and inclusive environment using a predictable system of rewards and sanctions to reinforce the routines they set up?

(b) Being aspirational:

Rita, an ECT, teaches English in a small comprehensive school. She was observed by her mentor, Caron, teaching a Year 10 class based on persuasive devices. Rita set the class an activity in which a piece of persuasive writing formed the main activity. This was achieved by small groups writing a shared piece. Each pupil had to write their own paragraph of persuasive writing using appropriate techniques for homework.

Caron had to teach a class straight after the observed lesson. She briefly told Rita that she was pleased with the lesson overall but ahead of feedback at the end of the school day, asked Rita to think about ways in which she could focus on being aspirational.

The above scenario, if you choose to use this and/or similar examples, allows the ECT to consider:

How ECTs create a positive environment where making mistakes and learning from them is valued.

What examples of intentional and consistent language are used by the ECT to promote challenge and aspiration? Ensure the ECTs are clear that language used should be equitable, aspirational, positive, etc.

How you gauge the appropriate level of challenge so that tasks are both challenging and achievable.

Theory to Practice 35 mins

Allow time for ECTs to review their practice using the above examples and discussion activities to improve their practice. Ensure that you emphasise:

Disadvantaged pupils are not a homogenous group.

Typically, what works for disadvantaged pupils is effective for all pupils.

Focusing on quality-first teaching, supported by targeted interventions, will benefit all pupils, especially the most vulnerable.

Establishing and reinforcing routines is crucial. This takes time to do and pupils may challenge these routines. Reinforcement can be supported through a predictable system of reward and sanction. For example,

- adapting routines and systems to suit the ECTs own context is important, while ensuring adherence to the guidance set by their school's behaviour policy and teaching and learning policy
- through their behaviour, ECTs can influence pupils' beliefs in their academic potential
- ECTs should pay attention to the language that they use (e.g. equitable, aspirational, positive)
- ECTs should set challenging, yet achievable tasks

Next Steps 10 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.