

Module 8: ECT Training Overview (2)

2-hour session (Week 12)

How to use this overview

This overview provides an outline of what the facilitator needs to cover in session 4 of the Early Career Teacher (ECT) training programme. The learning intentions relate to the Early Career Framework (ECF) standards and this overview provides suggested activities to enable ECTs to meet these intentions. The activities are intended to serve as a model and facilitators will want to adapt these and shape the session to suit the development priorities of the ECTs in the group. All materials are either embedded here or provided as a resource on the online learning platform.

Preparation for the facilitator

You should familiarise yourself with the Practitioner Inquiry Handbook, Module 8 Summary, ECF Standards 4, 5 and 6 and the research and practice summaries pertaining to these.

Preparation for the ECTs

ECTs will be concluding their inquiries into an aspect of their practice related to ECF Standards 4, 5 and 6 in four weeks' time. They have been evaluating the impact of their altered practice on pupils and should bring all evidence relating to this impact to Session 4.

Learning intentions for this session

Through engagement in a scenario-based exemplification exercise, Session 4 will enable the ECT to learn how to:

- Evaluate the impact of their inquiries related to specific elements of ECF Standards 4, 5 and 6 on their practice knowledge and pupils.
- Engage critically with research and discuss evidence with colleagues (8d).
- Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment (8c).
- Reflect on progress made, recognise strengths and weaknesses, and identify next steps for further improvement (8e).
- Plan to share outcomes of their inquiries with colleagues within their teams or across the school.

Introduction

This session takes place towards the end of the spring term. It links with the Year 1 Modules 3 and 4, developing quality pedagogy and making productive use of assessment, as well as Year 2 Module 8, inquiry into developing quality pedagogy (II) and making productive use of assessment (II).

ECTs have learned how to enact the inquiry process as an aid to reflection and professional development in Term 1 of Year 2 and are now approaching the completion of a more extended cycle of inquiry this term, centred on a development priority related to ECF Standards 4, 5 and 6. They have been offered the opportunity to consider involving colleagues from their schools in the inquiry process.

Research summary for this session

The research underpinning this session is summarised within ECF Standard 8 ('Professional Behaviours') of the Early Career Framework.

In particular, the ECT will learn that:

- 8.7** Engaging in high-quality professional development can help teachers improve.

And that the ECT will develop as a professional by:

- 8a.** Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- 8d.** Engaging critically with research and discussing evidence with colleagues.
- 8e.** Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

The research related to 'practitioner inquiry', which provides the basis for this and every training session in Year 2, will show ECTs how they can use inquiry to deepen and extend their engagement with each aspect of the Early Career Framework.

During this session, the messages from research summarised in ECF Standards 4, 5 and 6 will be particularly relevant. Each ECT has been undertaking an inquiry into an aspect of their practice related to these standards. The case study model and exemplifications of best practice given here will be based on learn that... and learn how to... statements from ECF Standards 4, 5 and 6.

Use the following as a guide

Review 20 min

This part of the session will allow ECTs to reflect on and share the discussions they have had about their development priorities and inquiries in their recent meetings with their mentor. You may decide to ask ECTs to work collaboratively and explore the following questions:

- what were your development priorities for this term, and how do they connect with ECF Standards 4, 5 and 6?
- how has your inquiry supported the deepening of your practice?
- what evidence have you collected regarding the impact of your practice on pupil learning?
- what can you conclude from the evidence you have collected about the development of your practice and its impact on pupils' learning?

Encourage ECTs to connect their reflections explicitly to the topic areas of ECF Standards on which they have chosen to focus.

Theory to practice 70 min

Plan how you will structure this phase of the session to include a reminder of where the session sits within the inquiry process. You will also want to provide an opportunity for ECTs to review the evidence of impact they have collected during their inquiries and consider how their practice knowledge has developed in relation to specific ECF standards. Examples of how you might do this are given below.

A reminder of the inquiry process: 10 mins

You may choose to remind ECTs of the structure of the inquiry process they have been enacting, using the cycle described in the Practitioner Inquiry Handbook. Explain that this session is focused on the REFLECT phase of the inquiry process and will require ECTs to evaluate the impact of their inquiries on their practice and their pupils. It will also encourage them to plan how they will share their knowledge and practice-based learning with other professionals in their schools.

Shared engagement with a scenario exemplifying ECF Standards 4.5 and 5.3: 30 min

Design a scenario to support ECTs to understand how to interrogate the evidence they have collected to evaluate the impact of their inquiries. You may choose to use or adapt the following example which connects to a suggested case study introduced in Session 3 of the training programme. However, it may be more appropriate to create a scenario that relates more directly to the needs and interests of the ECTs in your group.

Morgan shares the teaching of a Year 8 humanities class with a more experienced colleague, Rabia. Evan is a teaching assistant allocated to support the class as a whole and two pupils with particular needs, Sanjay and Emily. Together, they have planned a local history enquiry to include:

- clear expected outcomes for how the project will be structured and assessed, which they have shared with the pupils
- a carefully structured 'road map' activity using a 'plan, monitor, evaluate' approach, to help pupils plan in detail the 'journey' they will take through the project to meet the expected outcomes
- a series of prompts and clues to use when pupils ask what they need to

do next to increase independence and encourage self-directed learning

Morgan has monitored how effective these strategies are with a representative group of 6 pupils in the class, and Evan has tracked how Emily and Sanjay have responded. Over the course of half a term, they have been:

- collecting samples of work to ensure pupils are meeting the expected outcomes
- asking a focus group of pupils, including Emily and Sanjay, to evaluate what has helped them progress through the project
- collecting examples of the kinds of prompts and clues that seem to have made a difference to pupils' abilities to work independently.

When discussing the outcomes of their inquiry with Rabia, Morgan and Evan felt that they had learned that:

- explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success (Standard 4.5)
- adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success (Standard 5.3).

As a facilitator, you may want to ask ECTs to discuss:

- is the evidence that Morgan and Evan have collected sufficient to support the claims they have made about their learning and practice?
- how might they strengthen the evidence base? (for example, they could have asked Rabia to undertake a focused observation of a selected group of pupils to evaluate whether they were able to work more independently for increased amounts of time.)
- how might they share their learning within the humanities team and more widely across the school?

Reviewing the impact of inquiries on own professional learning and pupil outcomes: 30 min.

Design a collaborative activity to enable ECTs, in the light of their learning from the case study, to share the outcomes of their own inquiries and provide each other with constructive feedback. You may, for example, decide to divide them into groups of 4 and give each person 5 minutes to share their evidence of impact. They could then spend 10 minutes synthesising their learning in relation to the ECF standards.

Next Steps 30 min

In this final phase of the session, design an activity to synthesise ECTs' learning from the session. In particular, support them to review and share how they have deepened their practice knowledge around specific ECF standards over the course of their inquiries. They will have further opportunities in the next four weeks to evaluate the full range of evidence they are gathering about their practice in discussions with their mentors.

Secondly, encourage ECTs to consider how they might share the impact of their inquiries more widely amongst colleagues. There may be opportunities arising at upcoming professional development sessions or team meetings. You may also want them to consider how they will present their findings in creative and accessible ways, perhaps through a poster or blog.