

Module 2 (OLC)

ECT training overview for Module 2

2-hour session (Week 1)

How to use this overview

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

There are pre-session tasks for the facilitator (essential) and ECTs (desirable). You will need to refer to the Module 2 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.

Preparation for the facilitator

You should read the Module 2 Summary Guide.

Preparation for the ECTs

A short pre-session task might be set ahead of the session, for example:

Think about ways in which you have understood the terms: curriculum, knowledge and learning, in theoretical terms and in practice. Consider both (a) your ITT/other training and (b) your current employment.

Learning Intentions for this session

This session acts as an introduction to the whole module, so it can refer broadly to many of the ECF standards. In particular, this introductory session focuses on three broad themes: curriculum, knowledge and learning.

ECTs will learn that:

- 2.1** Learning involves a lasting change in pupils' capabilities or understanding.
- 3.1** A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.
- 3.2** Secure subject knowledge helps teachers to motivate pupils and teach effectively.
- 3.5** Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.

ECTs will learn how to:

Deliver a carefully sequenced and coherent curriculum, by:

- 3a.** Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunities for all pupils to learn and master these critical components.

3.d Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence learning)

Introduction

This training session occurs at the start of Module 2. ECTs will spend this module learning that understanding the ways pupils learn underpins approaches in the classroom. The ECT will become more efficient at promoting good progress in their learners if they understand and can apply knowledge about the processes of learning (e.g. taking into account prior knowledge of pupils, working memory and short-term memory). Module 2 also teaches the ECT about the importance of

developing high levels of subject and curriculum knowledge in pupils. The significance of their own specialist subject knowledge is essential to teaching effectively and motivating pupils. Throughout Module 2 the ECT will have access to and reflect upon recent research in the field, and they will endeavour to apply this to their own practice. This section draws out specific focus on the overarching themes of curriculum, knowledge and learning.

Research Summary for this session

A school's curriculum sets out its vision for the knowledge, values and skills that it wishes its pupils to learn. Since the 1988 Education Reform Act, there has been a National Curriculum in England and Wales which specifies the core of what should be covered within the state education sector. At GCSE and A levels, the National Curriculum also forms the basis for the specifications written by examination boards. Contemporary curriculum guidance makes clear that schools are expected to go beyond the core curriculum. In particular, schools have a responsibility to identify the specific knowledge, skills and values that will benefit their pupils. At all stages of education, therefore, teachers and school leaders determine the details of what is taught and how this content is sequenced.

There are several interlinked debates around what education – and therefore the curriculum – is for. Commonly cited answers include Matthew Arnold's (1869) notion of 'passing on the best of what has been thought and said'; making sure pupils achieve the best qualifications they possibly can; promoting social mobility or closing the disadvantage gap; preparing pupils for the world of work; helping pupils become critically engaged citizens of the local, national and international community; and helping them lead happy, meaningful, flourishing lives. The extent to which these ideas are balanced and prioritised by teachers and school leaders influences the exact focus of a curriculum. In order to teach a carefully sequenced and coherent curriculum, teachers need a sound understanding of the essential concepts, knowledge, skills and principles of the subject. It is therefore essential that teachers develop and maintain a high level of subject knowledge through initial and continuing professional development.

To help you contribute to your school's discussion about curriculum, you should:

- identify the essential concepts, knowledge, skills and principles of your subject and of the phase you teach in
- understand your school's vision of what education is for

- discuss curriculum design with your colleagues, to shed light on the necessary balance between exposition, practice and the development of critical skills

Knowledge can be defined as familiarity, awareness or understanding of facts, information or skills. Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject). Knowledge acquisition involves complex cognitive processes: attention, perception, communication, and reasoning; this can happen through experience or education. If a pupil has a poor store of prior knowledge in their long-term memory (i.e. if they are a novice) they are likely to struggle to acquire new knowledge in lessons because their grasp of foundational concepts will not be secure, and their working memory can become overloaded.

Learning can be described as a lasting change in pupils' capacities or understanding. Sometimes learning is defined as a change in long-term memory; a wider definition of learning might include changes in knowledge, values and attitudes. Memory is an important factor in learning. Memory comprises two elements: working memory and long-term memory. The role of a teacher is to organise teaching so that it best supports pupils to process information in their working memory and store it within increasingly complex mental models in their long-term memory. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. To help your pupils to learn more effectively, you can build in opportunities for regular purposeful practice of what has been learned.

The training will need to cover

A stronger theoretical understanding of the meaning of curriculum, knowledge and learning (2.1, 3.1, 3.2, 3.5) and a range of possible approaches for more effective teaching strategies to experiment with and perfect within their practice (3.a, 3.d). Timings provided are suggestions only.

Review 20 mins

You want to gauge the breadth of understanding among the ECTs about the key concepts for this session. The ECTs may have been set a preparatory activity asking

them to reflect on the ways they have understood these terms in both their training and professional practice. These terms will have been central to their training but here you might focus the reflection on how understanding is informed by practice – for example: How does context inform understanding? Which aspects become more/less challenging for the ECT depending on context?

Inform the ECT that the module will provide opportunities to address each area in more detail through the self-directed study sessions and one-to-one ECT/Mentor sessions. You might allow time for discussion to inform facilitation in the next section.

Plan 30 minutes

You might, for example, use three key questions to underpin this section:

1. How do ECTs promote lasting change in pupils' capabilities or understanding through learning?
2. How do ECTs use their secure subject knowledge to motivate pupils and teach effectively?
3. What are the features of effective curriculum planning in the ECTs' school?

As you consider how to design training around these questions, think about the ECTs, their specific contexts, age phase, subject, etc. Aim to move the ECTs from broader philosophical discussion to practice-based discussion. Guide the ECTs throughout, drawing on the research summaries they will encounter, alongside others, in this module.

Depending on the size of the group, you might consider a carousel approach based on discussion/poster activities and/or whole, pair, or individual activity.

Theory to Practice 60 mins

During the sixty minutes suggested for this section, you might aim to respond to the ideas that emerged in the Plan section. While having the opportunity to examine the practical significance of the key ideas emerging from the ECTs, you might also aim to arrive at the following:

- (a) working definitions specific to school and ECT role for each term (curriculum, knowledge and learning) drawing from the research summary
- (b) identification of the values underpinning the ECTs' school approaches to curriculum, alongside more specific departmental/team approaches that they

are familiar with. How are these articulated in specific resources and materials?

- (c) identification of the freedoms and constraints the ECTs operate within, in relation to developing secure subject knowledge in their pupils, and consider ways to approach optimising pupil progress within these
- (d) acknowledgement of the individual challenges the ECT has faced in the past in promoting best practice approaches to learning. How can these barriers to pupil progress be addressed?
- (e) application of the key ideas in the future planning for the ECTs in relation to curriculum, knowledge and learning

The ECTs could work collaboratively to gain understanding of the concepts and the implications for their own practice.

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.