

# EARLY CAREER FRAMEWORK

## SESSION OUTLINE | CLINIC 8

| TITLE   | TIMING                    |
|---|---------------------------|
| Implementing change: Prepare<br><b>8b, 8c, 8d, 8e, 8o, 8p</b> | 1.5 hours<br>(90 minutes) |

### OUTCOMES

- > To reflect on the progress made so far to identify a specific area where you could implement change
- > To reflect on the extent to which you have engaged critically with research, discussing evidence with colleagues to make evidence-informed decisions on what to implement
- > To learn that the term 'active ingredients' refer to the essential principles and practices that underpin a strategy or approach
- > To identify strategies you wish to trial in order to implement change and develop your practice
- > To identify desired outcome of implementing new strategies and changes
- > To identify any gaps in knowledge or skills you have in implementing this change
- > To consider areas for professional development and identify where you could collaborate with and seek support from colleagues
- > To assess the impact that implementing this change could have on workload and wellbeing (both positive and negative)

## THE BIGGER PICTURE

This is the eighth Clinic. Clinics will occur roughly once a half-term.

Before this session takes place, teachers should have had exposure to key knowledge from ITT Core Content Framework on multiple areas of focus from today's session:

- > 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- > 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- > **Develop as a professional, by:**
  - 8a Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- > **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**
  - 8c Strengthening pedagogical and subject knowledge by participating in wider networks.
  - 8f Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
  - 8g Engaging critically with research and using evidence to critique practice.
- > **Manage workload and wellbeing, by:**
  - 8p Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.
  - 8q Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).
  - 8r Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.

NQTs will also have received coaching support to reflect on and develop their application of the framework content and school input as needed.

This clinic follows directly from the content discussed in Conference 2 which highlighted the importance of engaging in high-quality, evidence informed, professional development in order to develop and improve teaching practice. Teachers reflected on the progress they have made so far on the programme and began to consider areas of their practice for further development. They were encouraged to view implementing change in their practice as an ongoing process rather than a single event and introduces to the EEF guidance on implementing change.

Teachers looked in detail at the **Explore** phase of the EEF guidance and applied it to their own practice, identifying areas of their practice they wished to develop further in order to improve pupil's outcomes. In this clinic we follow up on this work by focusing on the **Prepare** phase of implementation in greater detail.

Teachers select one area of their practice where they will implement change. They develop their understanding of active ingredients as the essential principles and practices that underpin a strategy or approach before considering the strategy or approach they will trial to develop their practice and identifying their desired outcomes.

## SUGGESTED THREAD AND ACTIVITIES

### **1-10 minutes: Welcome, recap, framing the session**

Following introductions, the start of the session spends time going over and/or introducing teachers to the purpose of Sense Making Clinics.

Specifically, Sense Making clinics will be an opportunity to:

- > make sense of the study materials and your experiences in the classroom
- > introduce less coachable content from the ECF
- > check for understanding
- > clarify misconceptions

In addition to the purpose, norms for some logistics will be shared, including the use of video and some best practice in terms of speaking and interacting.

Several slides are included to frame the session. Teachers will have been introduced to the 'explore' phase in at a conference to start the year. Several slides are included to (re)explain what occurs during the 'prepare' stage at a high-level.

### **30-60 minutes: Active ingredients**

Develop as a professional, by:

- 8b Strengthening pedagogical and subject knowledge by participating in wider networks.
- 8d Engaging critically with research and discussing evidence with colleagues

Once teachers have identified a specific area of their practice to develop this time is used to revisit the term 'active ingredients' and develop teachers' understanding of this concept. Active ingredients are the essential principles and practices that need to be adopted with fidelity – knowing these helps us to understand exactly how, when, what and why strategies and approaches work. Active ingredients are the activities and behaviours they will be able to observe – for example, if they were to implement retrieval practice to improve memory, you would expect to see within a medium-term plan what knowledge would be retrieved, when it would be retrieved and how it would be sequenced to connect previous learning to new learning. Knowing the active ingredients helps to structure, communicate and monitor the implementation effectively.

As with the previous section, teachers are given a model (again, feel free to adjust), practice and then receive feedback on the active ingredients that might help to address the prioritised problem.

### **60-80 minutes: Possible strategies or approaches**

Develop as a professional, by:

- 8b Strengthening pedagogical and subject knowledge by participating in wider networks.
- 8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8d Engaging critically with research and discussing evidence with colleagues

## SUGGESTED THREAD AND ACTIVITIES (CONT.)

This time is used to help teachers identify the 'active ingredients' that would help them to develop their practice and solve the problem they have identified. They should then consider what strategies or approaches they might use to help overcome that problem. For example, if teachers identified pupils remembering learning in the classroom they may identify practice as a way of helping pupils remember and so consider planning opportunities for retrieval practice into their lessons. However, teachers should also be encouraged to consider the underlying cause of their problem and identify alternative strategies and approaches that could be used i.e. breaking knowledge down further during instruction to help pupils process information and store in long term memory or including massed practice after initial instruction to develop fluency.

'Implementation outcomes' are discussed to help teachers to understand the degree to which their implementation is successful. As with previous sections, a model (as above, feel free to edit), an opportunity to practise and a chance to get feedback is provided.

### **80-90 minutes: Action planning and next steps**

Manage workload and wellbeing, by:

- 8o Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
- 8p Protecting time for rest and recovery.

This section is to provide teachers with time to consolidate and reflect on the learning from the Clinic. Teachers are encouraged to identify specific steps they will take next to implement their learning ensuring that the actions they plan to take do not impede their time for rest and recovery. This may include collaborating with colleagues and seeking out examples of relevant good practice with in their context which they can use as models to develop their own practice or identifying and engaging critically with relevant research and discussing evidence with colleagues. They might wish to bring this information to the next session.

## ECT 'KNOW THAT...' COVERED

N/A

## ECF 'KNOW HOW TO...' COVERED

- > Develop as a professional, by:
  - 8b Strengthening pedagogical and subject knowledge by participating in wider networks.
  - 8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
  - 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.
- > Manage workload and wellbeing, by:
  - 8o Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
  - 8p Protecting time for rest and recovery.

## SESSION PREPARATION AND LOGISTICS

| AREA                                     | REQUIREMENTS   |
|--|--|
| Session type and length                  | 1.5-hour clinic  |
| Groupings                                | Suggested 8-15 teachers  |
| Facilitators                             | One facilitator per session  |
| Room set-up                              | N/A  |
| Printing Specifications                  | None   |
| Materials                                | – Powerpoint/presentation materials  |
| Pre-session activities for participants  | N/A  |
| Post-session activities for participants | N/A  |
| Facilitator pre-session preparation      | <ul style="list-style-type: none"><li>– Read EEF Implementation Guidance</li><li>– Facilitators should prepare resources, exemplifications and gather materials for the session.</li><li>– Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly.</li></ul> |