



# EARLY CAREER FRAMEWORK

## SESSION OUTLINE | CLINIC 12

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

OUTCOMES
<ul style="list-style-type: none"><li>&gt; Reflect on the effectiveness of the strategy or approach implemented by considering the intended outcomes and success criteria set.</li><li>&gt; Understand that embedding habits into teaching practice requires planning and practise.</li><li>&gt; Plan how the strategy or approach implemented could be scaled e.g. applied to other groups or shared with colleagues.</li><li>&gt; Understand some of the features of high-quality professional development for educators.</li><li>&gt; Reflect on areas for future professional development.</li></ul>

## THE BIGGER PICTURE

This is the twelfth and final clinic. Clinics occur roughly once every 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 follows the thread of learning from Conference 2 which highlighted the importance of engaging in high-quality, evidence informed, professional development in order to develop and improve teaching practice. 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.

Teachers built upon this work in Clinic 8 by focusing on the **Prepare** phase of implementation in greater detail selecting one area of their practice where they will implement change. They developed their understanding of active ingredients as the essential principles and practices that underpin a strategy or approach. They then considered the strategies or approaches they could trial to develop their practice and identified their desired outcomes.

In Clinic 10 they focused on the **Deliver** phase selecting one strategy or approach to implement to change or develop their classroom practice, identifying the 'active ingredients' or essential principles and practices that underpin that strategy or approach. They planned how they would implement the strategy or approach they selected, refined their desired outcomes, identified success criteria for implementation and setting a review point as part of the delivery phase. They also identified where they would seek challenge, feedback and critique from their mentor and/other colleagues as part of this review process.

In this final clinic teachers will focus on the **Sustain** phase. They will reflect on the effectiveness of the strategy or approach implemented and consider how it may be adapted or applied in the future. Teachers will be introduced to research on the features of high-quality professional development for educators. Some may choose to apply this learning to share the strategy or approach they have implemented with colleagues.

Participants should also reflect on areas of their practice they may wish to develop further and how the implementation framework can support them in this process. It may also be useful to engage in career planning and identifying future professional development opportunities.

## SUGGESTED THREAD AND ACTIVITIES

### 1-10 minutes: Welcome and recap

You might use this time to introduce yourself, welcome teachers and set up the norms for the session. This time could also be used to provide a recap and retrieval of previously taught content relevant to the session.

### 10-30 minutes: Evaluating impact

Develop as a professional, by:

- 8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8e Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This time could be used as an opportunity for teachers to reflect on progress they have made, implementing change and developing their practice. Teachers should be encouraged to recognise the strengths and weaknesses of the strategy or approaches they have implemented and assessed the extent to which their implementation achieved the desired outcomes and success criteria they outlined in Clinic 10.

Teachers could share their strategy or approach in pairs/groups and discuss how far their implementation impacted on and achieve their proposed changes in behaviour and practice. They might also share any research and evidence they have engaged critically with which has helped them to reach this decision.

Potential further reading can be found [here](#), [here](#) and [here](#).

### 30-50 minutes: Embedding practice

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 time could be used for teacher to consider how their strategy or approach may need to be adapted or developed further before it is embedded into their practice. Teachers should explore strategies relating to how to implement changes in behaviour as well as thinking and maintain positive habits. There should be an opportunity to reflect upon progress made during their time on the programme, in particular, recognising strengths and identifying next steps for further improvement.

Teachers may also consider how they can scale their practice so it can be applied to other groups they teach (secondary phase) or shared with other colleagues to develop their practice.

Potential further reading can be found [here](#), [here](#).

### 50-70 minutes: Effective professional development

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.

Manage workload and wellbeing, by:

- 8p Protecting time for rest and recovery.

This time can be used to introduce the concept of effective professional development over several years as a teacher. It will be highlighted that research often underpins effective professional development. This section is intended to include information about how professional development can look very different depending on several factors, including school policy, but will be iterative, research-informed and specific. An idea to explore is that the main underlying principle to all forms of professional development is that it should support a positive change in habit formation, in relation to improving teacher practice.

Time should be spent exploring ways to maintain positive wellbeing, such as ways to manage workload and networks of support available (including both internal and external) while engaging in professional development. Potential further reading can be found [here](#), [here](#).

### 70-90 minutes: Action planning and next steps

Develop as a professional, by:

- 8b Strengthening pedagogical and subject knowledge by participating in wider networks.
- 8e Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This section is to provide teachers with time to consolidate and reflect on the learning from the Clinic. Teachers could be encouraged to identify specific steps they will take next to implement their learning.

Within this section, teachers may want to analyse the successful components of previous implementation plans, which have helped to embed new teaching habits and been evidence of sustained change in own teacher practice. Teachers can commit to actions to support embedding of a further habit, as they transition to take more ownership of their professional development, within their school context and beyond.

The teachers should then have time to formulate some thinking in relation to what professional development they might need as they continue to improve their teaching practice, once the programme concludes. Opportunities for further professional development could be drawn from the directory of subject associations found [here](#) or any other networks which are used in your context.

### ECF 'LEARN THAT...' COVERED

- N/A

### ECF 'LEARN 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, ideally from similar phase(s)
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>– 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>