



EARLY CAREER FRAMEWORK

SESSION OUTLINE | CONFERENCE 2

TITLE	TIMING
Wellbeing and implementing change 8b, 8c, 8d, 8e, 8o, 8p, 8.7	6 hours

OUTCOMES
<ul style="list-style-type: none">> Understand the impact that effective teaching can have on pupil outcomes and learn that engaging in high-quality professional development can help teachers improve.> Understand one approach to implementing change and developing teacher practice to improve pupil outcomes.> Reflect on the progress teachers have made so far, recognising strengths and weaknesses, and explore how teachers can implement change to develop their practice further to improve pupil outcomes.> Learn how engaging critically with research and discussing evidence with colleagues can help teachers to develop their practice.> Know the importance of protecting time for rest and recovery in order to manage wellbeing and consider how developing teacher practice and implementing change can support this process longer term.

THE BIGGER PICTURE

This is the second conference, which launches the second year of support. At the beginning of the year teachers are supported in reflecting on their work to date before considering the changes they would like to implement in their classroom over the coming year and thereafter.

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.
- 8.7. Engaging in high-quality professional development can help teachers improve.
- 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 session emphasises the impact that effective teaching can have on pupil outcomes and highlights the importance of engaging in high-quality, evidence informed professional development in order to develop and improve teaching practice.

Teachers should be encouraged to view implementing change in their practice as an ongoing process rather than a single event and develop an understanding of how this process could be developed by using guidance such as the EEFs guide to implementation. Teachers should be guided through the implementation process and introduced to the different phases: explore, prepare, deliver and sustain.

As part of the conference teachers will look in detail at the Explore phase of the EEF guidance and apply it to their own practice, identifying areas of their practice they wish to develop further in order to improve pupils' outcomes. They should then identify one area of their practice to develop further based on evidence from their classroom, feedback from peers and/or mentors and their understanding of effective teaching practice.

The knowledge and expertise built during this process will support teachers to engage in professional development and continue to develop their practice throughout their career.

SUGGESTED THREAD AND ACTIVITIES

1-20 minutes: Welcome and reflection

Develop as a professional, by:

- 8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

You might use this time to welcome teachers, discuss reflections on the previous year's work and establish norms for the conference.

A suitable starter activity might be asking teachers to identify elements of their practice which have gone well and areas they would like to develop further. This can be returned to and built upon later in the session.

20-80 minutes: What impact can classroom teachers have?

Develop as a professional, by:

- 8b. Strengthening pedagogical and subject knowledge by participating in wider networks.

This time can be used to remind teachers of the important role effective teachers can play in having a positive impact on the life chances of pupils. Some of the national and international research surrounding the differences in pupil outcomes when taught by an effective teacher can be revisited. (Potential further reading [here](#) and [here](#)). This can then be linked to the potential impact of professional development on teachers' practice and in turn pupil outcomes. (Potential further reading [here](#) and [here](#)).

Teachers could also be introduced to a range of educational networks which focus on pedagogical and/or subject knowledge. Examples could be drawn from the directory of subject associations found [here](#), the [Chartered College Early Career Hub](#), the [SSAT](#) or any other networks which are used in your context.

The main messages are that the teachers' role in supporting pupils is key, and if they are to continue to be at their most effective, they should continue to attend to their own professional development.

80-160 minutes: What is the EEF guide to implementation?

Develop as a professional, by:

- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting 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.

Here we introduce the EEF as an ever-expanding source of evidence-informed guidance for developing pedagogical and subject knowledge. Examples could be used from the main website [here](#). This time could be used to introduce teachers to the EEF implementation guidance [here](#) and explore how the guidance which frames implementation as a process can be used when implementing change in a range of contexts, including the classroom.

Teachers should be helped to understand that they should treat implementation as a process, not an event; planning and executing it in stages. They should also consider the policies, routines and practices already in place and consider the degree of change required, i.e. do they need to apply what is in place or implement something new.

Teachers should then be introduced to the other phases of implementing change as outlined in the EEF guidance and consider the activities that they might engage in during each phase. Here are some suggestions for content:

- Explore – reflect on practice, identify an area for improvement, make evidence-informed decisions.
- Prepare – identify [active ingredients](#) (page 20), specify the desired outcome, engage critically with research and discuss evidence with colleagues to find solutions and strategies to implement.
- Deliver – seeking challenge, feedback and critique from mentors and other colleagues on plans and implementation and adapting as required.
- Sustain – scaling changes to other classes or groups/sharing with other colleagues, evaluating progress made, recognising strengths and weaknesses, embedding new practice as habit.

During this section, teachers could also analyse case studies of using the EEF implementation guidance in different contexts and consider the examples and non-examples of its use.

160-230 minutes: What changes in my classroom would help my pupils the most?

- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting 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.

In this section teachers could begin to apply the EEF guidance to their own practice. This could be a change they will actually implement, or they may engage with the process as an opportunity to practice the thinking process behind implementing change.

Teachers may have a range of issues in their classroom that they would like to change during the year ahead or in the future. With the support and challenge of a partner, teachers can interrogate the areas of their practice and aspects of their experience in their classroom that they would seek to change. Primary colleagues may wish to consider a single subject area while secondary colleagues may identify a single class group to focus their thinking.

Teachers will consider which of the areas they would like to change are within their influence, within available resources and which would lead to the most benefit for pupils. This may be influenced by challenge, feedback and critique from mentors and other colleagues.

Teachers will narrow their focus to one or two areas within their classroom that are 'amenable to change' and would have a significant benefit for their pupils. They should be encouraged to identify relevant research and evidence which they will help to inform the decision they will make and strategies they could use to implement change. Some useful reading resources which could be used as a starting point can be found [here](#), [here](#) and [here](#).

230-280 minutes: How do I sustain my own wellbeing?

Manage workload and wellbeing, by:

- 8p. Protecting time for rest and recovery.

This section is to draw teachers' attention to the importance of maintaining their own wellbeing if they are to continue to be effective for their pupils. Teachers will be asked to reflect on the habits they have established as professionals and where these have been helpful or unhelpful in maintaining their wellbeing. Teachers will be reminded of the support networks within and outside their school that are available to them. Teachers will be asked to commit to routines that will maintain their wellbeing.

Optional further information from Ofsted on teacher wellbeing at work in schools and further education providers can be found [here](#). This document identifies factors which can impact teacher wellbeing and the time they have available for rest and recovery. It may be useful to pay particular attention to factors which are with a teachers' control and influence.

Teachers should be encouraged to develop their practice and implement change in ways that help to improve their wellbeing and allow them sufficient time for rest and recovery. You may wish to share some of the following resources and research identified in the Ofsted report above as impacting teacher wellbeing, for teachers to explore further:

Marking and Feedback [here](#), Behaviour [here](#).

This section may also be linked to participants' previous work on managing workload and wellbeing:

- 8m. Using and personalising systems and routines to support efficient time and task management.

280-300 minutes: Action planning and next steps

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

This time should also be used to share any updates on the next components of the programme.

ECF 'LEARN THAT...' COVERED

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

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	6-hour conference
Groupings	Suggested approximately 30 teachers
Facilitators	Two facilitators per session.
Room set-up	N/A
Printing Specifications	None
Materials	<ul style="list-style-type: none"> – PowerPoint/presentation materials – Case studies
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> – Facilitators should prepare resources, exemplifications and gather materials for the session. – Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly.