TRAINING SESSIONS
Block 12: Continuing your professional development

Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

Learn that
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

Learn how to
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
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

Session summary

The training sessions for this Block are:

Session	Content	Duration	ECF statements covered
12.1	Reflective practice	1.5 hours	8.2, 8c, 8d, 8e
12.2	Effective professional development	30 minutes	8.1, 8.7, 8a

Training Session 12.1

The intended outcomes of this session are for Early Career Teachers to:

Learn that:
- 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

Learn how to:

Develop as a professional by:
- 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

Duration	90 minutes
Suggested pre-session activity for ECTs	None
To prepare for this session, trainers should:	- Be aware of key sources of research evidence for teachers, including: - Education Endowment Foundation - Institute for Effective Education (https://the-iee.org.uk/what-we-do/engaging-with-evidence/) - Research Schools Network - Chartered College of Teaching - Subject associations relevant to the ECTs they are working with in the session. - Plan for grouping ECTs into phase or subject groups where relevant, to support with sharing of ideas and resources. - To run the sessions as suggested, trainers may wish to prepare the following materials: - Handout for ECTs to note their use of each of the strategies for reflective practice.

Activities	ECF statements	Suggested materials
Introduction to the session (10 minutes) In this session, ECTs will explore how they can continue to improve their practice through: • Reflecting on progress made • Seeking challenge, feedback and critique from colleagues • Engaging critically with research. To start the sessions, trainers could ask ECTs to note how frequently they use each of these strategies for reflective practice to support improvement, and how useful they find them. An additional column on the handout could be left blank for now and completed during the next parts of the session as ECTs identify next steps for improvement in each area.	8.2 8c, 8d, 8e	Handout for ECTs to note their use of each of the strategies for reflective practice
Reflecting on progress made (20 minutes) ECTs should have learned already that reflecting on their practice supports them to identify areas for improvement (for example in Block 1 and Block 7). In this part of the session, ECTs should identify how they will continue to do this as they move through their career. They may already have an effective process, which they can share with the group. As examples, ECTs could: • Keep a journal where they regularly (daily or weekly) note their reflections • Make a space on lesson plans or schemes of work for reflective notes after each lesson • Choose a 'sample' lesson each week, or a series of lessons each half term, on which to reflect in depth. A simple structure for this could be provided, such as: • What went well? • What went badly? • What have I learned? • What will I do next?	8.2 8e	Handout as above

ECTs might keep their reflections electronically or on paper. They may need to be reminded that reflective notes might be inadvertently found by colleagues or pupils, and so they should think carefully about how they can be kept secure and/or anonymous. Trainers should draw attention to the fact that regular reflection over time helps teachers to identify areas of strengths and weakness, which can help them to identify and take further steps for development. On the handout from the first part of the session, ECTs should record what they will do or try in relation to reflection on their progress.		
Seeking challenge, feedback and critique from colleagues (25 minutes) During the last two years, ECTs have learned through feedback from and observation of experienced colleagues. In this part of the session, ECTs should identify how they will continue to do this. Schools may already have structures for this, such as ongoing mentoring, peer-support groups, or teacher research groups, and, where this is the case, ECTs should be encouraged to share how these work with the wider group. ECTs should identify one or more: • Colleague(s) who they can observe and be observed by in order to learn from their pedagogical approaches • Colleague(s) from another phase or subject area who they can observe and be observed by in order to learn from their behaviour management or other approaches • Colleague(s) who can regularly observe the ECT in order to identify strengths and weaknesses • Colleague(s) who they will invite to join a reading group, where they share and discuss evidence from research (see below). In this part of the session, ECTs should be prompted to choose people who they trust, can have open conversations with, and feel are able to offer challenge and critique in a respectful and constructive way.	8.2 8c	Handout as above

To help with this, ECTs could be given a list of strategies and questions for receiving effective feedback. The ECTs should reflect on how often they already use these strategies and questions when receiving feedback and how they could incorporate them into future practice.

Before you look at the table, discuss the following with the ECT:

- It is hard not to have an emotional response to feedback.
- Feedback can feel really personal.

Discuss ways to avoid taking feedback personally and how you can separate professional advice and personal emotion. Things to consider:

- Reinforcing the concept of a growth mindset.
- Continued professional development is important for your development.
- Even the most experienced teachers need feedback.
- It is important to recognise your own response to feedback and think about how you deal with this.
- A safe space is vital in order to foster useful feedback that can be responded to.
- In the moment: (1) stop your first reaction, stay silent and think (2) purposefully remind yourself of the benefits of feedback and (3) use the listening and questioning techniques below to deconstruct and depersonalise the feedback.

These might include:

Tips for getting feedback	Possible questions when seeking feedback
- Be clear in your own mind what you want to find out and plan an observation where this will be covered. - Don't ask for too much feedback in one go: focus on one or two specific aspects of your practice.	- How did I...? How would you...? - If you were teaching this class, what would you do in relation to....? - If you were teaching this pupil, what would you do in relation to....?

- Focus on *how* in relation to specific issues: get feedback on and tips to improve common routines, aspects of lessons, question forms etc. - Be aware of colleagues' workloads; ask them when they have time to help you. - Colleagues may need time to think about their feedback to you, so give them time for this. - Make time to listen to the feedback. - Show appreciation and say thank you. - Ask if it's OK to come back to the person giving you feedback after you've thought about it. - Don't take feedback personally; this is about professional development not about you as a person. ECTs should identify when and how they will implement this approach, and the first one or two areas of practice they would like to discuss with colleagues. They could record this on the handout from the first part of the session.	- If I could do one thing better in relation to…., what would it be? - How do I improve my relationship with this group of pupils? - How can I get better at teaching this topic? - What is the most useful thing you say to parents in relation to….?	
Engaging critically with research (30 minutes) During the programme, ECTs have engaged with research through, for example, the self-directed study materials. In this part of the session, ECTs consider how they critically engage with research. Teachers encounter research evidence in many ways. ECTs should consider what makes a reliable source of evidence. Questions you should ask of a source could be: - Who is the author? - What is their expertise and experience? - Are they qualified to comment on this issue? - How does their theory fit the available evidence?	8.2 8d	Handout as above

For each of the following sources, sort the different sources of evidence into groups such as 'always reliable', 'sometimes reliable' and 'never reliable'. Add any additional questions you would ask of the source, for example for a blog you could ask 'who is the author? Are they qualified to comment on this issue?'		
The sources of evidence could include:		

- Blogs
- Books
- Colleagues
- Department for Education
- Education Endowment Foundation
- Newspapers and television
- Ofsted
- Organisations such as National Foundation for Educational Research
- Peer-reviewed journal articles
- Social media
- Subject associations
- TeachMeets and other networks.

For those that ECTs have classified as 'sometimes' (which is likely to be many), they should identify what further information they might need to help decide whether the evidence is reliable. This will include knowing who the work was funded or written by, what scale of evidence was collected and how, and where the research was carried out. A key part of critical engagement is to discuss the evidence with colleagues, in order to consider together how it relates to their own practice and the pupils they teach. Schools may already have structures for this such as journal clubs, best practice sessions or reading groups.

ECTs should make a plan for how they will continue to engage critically with research as they move through their career. One simple option could be for them to sign up to the Education Endowment Foundation's newsletter, and then plan a time once a month to read an item in this relevant to classroom teachers, perhaps in pairs within the group, so that they then discuss their reading and its implications for their practice.

ECTs should record, perhaps on the handout from the first part of the session, what they will do or try in relation to engaging with research.		
Reflecting on the session (5 minutes) ECTs should review the actions they have planned in this session and make a note of these to share with their mentor. Trainers should gather feedback from around the room, drawing on the agreed strategies discussed earlier in the session.		

Training Session 12.2

The intended outcomes of this session are for Early Career Teachers to:

Learn that:
- 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- 8.7 Engaging in high-quality professional development can help teachers improve.

Learn how to:
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.

Duration	30 minutes
Suggested pre-session activity for ECTs	ECTs could prepare in advance for the first activity by bringing with them a list of the professional development they have participated in over the past year, including both the Early Career Framework programme and other activities within and outside school.
To prepare for this session, trainers should:	- Ensure they are familiar with: - Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: http://bit.ly/2OvmvKO. - Consider how they will exemplify effective models of good professional development throughout. This includes focusing ECTs on developing specific areas of practice, thinking about the impact on pupil outcomes, providing opportunities for ECTs to work together and practise. - Prepare the following materials: - Handout to support ECTs in identifying examples of professional development and what has made it effective for them - An example of effective professional development, which could be a talking head video.

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Activities	ECF statements	Suggested Materials
What have been your experiences of effective professional development? (15 minutes) Start the session by reminding ECTs of the importance of high-quality professional development in helping teachers to improve. Ask ECTs to identify the characteristics of the most helpful professional development they have engaged with over the last year, which directly helped to improve outcomes for their pupils. Trainers could ask ECTs to note three or four experiences or activities over the last year (or two if they are struggling) that have most helped them to improve their practice. These might be from the Early Career Professional Development Programme or from other activities in their school or elsewhere. They might be asked in advance to bring this with them, or, if they need prompting, trainers could provide a handout with a list of types of activities to jog ECTs' memories, such as: - Mentoring - Engaging with self-directed study materials - Training programme sessions - Observing or being observed by colleagues - Journal clubs and reading research articles - Engaging with networks on social media - Whole school professional development sessions - Subject, phase or department meetings. ECTs should answer the following question: **In terms of impact on pupil outcomes, what did these activities focus on?** The focus might be: - Subject-specific (e.g. how to teach a tricky concept or address a misconception) - Related to adaptive teaching (e.g. how to make use of formative assessment during lessons)	8.1, 8.7 8a	Handout to support ECTs in identifying examples of professional development and what has made it effective for them

- Individual pupil-related (e.g. how to support an individual child's needs such as SEND) - Related to classroom management (e.g. how to manage behaviour effectively and promote a positive learning culture) - Workload-related (e.g. how to plan and mark effectively and efficiently).		
What makes effective professional development? (10 minutes) Following the previous activity, ECTs should consider whether the activities they identified match the evidence of what makes professional development more likely to be effective. Professional development is more likely to be effective if: - It is sustained over time - It involves expert support or coaching - It involves opportunities for collaboration - It has clear intentions for impact on pupil outcomes - It involves built-in opportunities for practice. If ECTs need prompts, ask them to consider whether professional development included activities that: - Were focused on the pupils they teach - Included reflection on their practice - Were sustained over weeks or months - Provided ideas to try out in their classroom - Involved working with colleagues - Were built on evidence from research - Helped them to identify what they could improve. An example of professional development that has these characteristics could be provided to ECTs to help exemplify these characteristics. This could be through a video of a teacher talking about an episode of professional development. For example:	8.1, 8.7 8a	If needed, an example of effective professional development, which could be a talking head video

Following a departmental peer observation, the teacher identifies exposition as an area to develop further. Over the next half term, the teacher works with a more experienced colleague, who acts as an instructional coach. Using a model for good exposition that they have sourced from their subject association website, the teacher develops and then practises with their mentor a specific sequence of narrative explanation once a week. The coach provides feedback during this practice. Sometimes the sequence is filmed by the teacher in their lessons; sometimes the coach comes in to observe for a few minutes. Whenever they meet, the coach helps the teacher to reflect on what went well and what could be improved, based on the model of effective exposition that they are using. At the end of the half term, the coach and the teacher discuss the extent to which this approach is secure in the teacher's practice, and identify opportunities for further development.		
Reflecting on learning (5 minutes) ECTs could use a chat-box facility, or other feedback method, to identify an area for professional development that they would like to seek linked to improving pupil outcomes. They should share this with their mentor and identify potential professional development opportunities to achieve this. ECTs should be prompted as follows: • Identify a pupil or group of pupils (maybe a class) you would like to improve outcomes for. • What specific outcomes would you like to improve? • Do you already know of a high-quality professional development opportunity that you can use to achieve this? Some ideas ECTs might mention or trainers may be able to point them to include: • In-school or in-trust training session • Research or evidence • A colleague with expertise in this area • External training programme • Wider network with events or resources.	8a	