Module 1 - ECT Training Session Outlines

Basic Induction Programme

This document contains the objectives for the ECT training sessions linked to module 1 session and a suggested approach for delivering each session.

Duration 1hr 20 minutes	Module 1 ECT training session 1 **Using praise and consequences effectively**	Resources
ECF links	1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 1.5 A culture of mutual trust and respect supports effective relationships. *1e Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).* *1f Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).* *1g Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.* *1h Acknowledging and praising pupil effort and emphasising progress being made.* 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. *7a Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.* *7b Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).* *7e Using consistent language and non-verbal signals for common classroom directions.* *7f Using early and least-intrusive interventions as an initial response to low level disruption* *7g Responding quickly to any behaviour or bullying that threatens emotional safety.* *8n Understanding the right to support (e.g. to deal with misbehaviour).*	
Pre work for early career teachers	**Complete the following sections of the online curriculum** • Module 1 - Session 2: Creating a positive and respectful classroom environment • Module 1 - Session 3: Addressing low-level disruption • Module 1 - Session 4: Addressing persistent and challenging behaviour	
	Objectives: By the end of the session early career teachers have • Further explored the difference between acknowledgment and how to use praise precisely • Identified one way to improve praise currently given • Identified ways to demonstrate a respectful and trusting relationship when tackling behaviour incidents in the classroom whilst maintaining high expectations	
5 minutes	**Ice breaker to start the first session** Teachers introduce themselves and where they are working/subject and/or year group they are teaching and a bit about themselves. Time to share with the group how the sessions will run any logistical information they need and who to contact if they have questions.	
5 minutes	**Review of learning**	

© Crown Copyright 2020

	As this is the first session, discuss/address any questions the teachers have about some of the online content. If the questions are relevant to this session, and will be covered through the content, explain this. If not, ensure time at the end to address any further queries. Share the objectives of the day's session.	
20 minutes	**Praise and acknowledgement** What's the difference between praise and acknowledgement? What is precise praise? You may wish to show the videos of precise praise being used to enhance your explanations. Share with the group and clarify any questions they have. **Activity:** Present teachers with a variety of scenarios. Ask them to explore different ones in their pairs or small groups and identify whether they would use acknowledgment or praise for the different scenarios. Ask them to record the language they would use to indicate this. For the scenarios that are praise, how would they make the praise precise? Feedback - discuss to address any misconceptions. Draw on examples where teachers have used particularly effective precise praise and discuss further.	'Precise Praise' video Classroom scenarios
10 minutes	**Reflection** Reflect on own practice of using praise (based on recording they took of themselves teaching or discussions they have had with their mentor around this). Identify one strength and one area to develop. Discuss how to develop this with peers. Feedback to group.	
30 minutes	Being respectful and building trust whilst maintaining expectations and standards in regard to classroom management. What does it mean to have a respectful approach to classroom management? How is this different to using your authority to exert power and control? Session facilitators can either recap the key messages from the online study materials and/or show the video of Bea Stevenson from Family Links as part of the session. Ask teachers to discuss key messages. Take feedback and address any misconceptions. Share how these concepts relate to the school's approach to behaviour and the behaviour policy. As a group read through one scenario where a pupil has demonstrated disruptive behaviour. Read through how a teacher has responded to this. In pairs teachers to discuss the impact this might have had on the pupil and the rest of the class. Would they do anything differently? Share with the group.	Video of Bea Stevenson from Family Links or scenarios of behaviour

	Activity In pairs, teachers to explore a variety of scenarios of responses to different disruptive behaviour and what the consequences/impact might be. Discuss the best course of action. *Remind teachers they have a right to support from colleagues, such as those in the senior leadership team, when dealing with behaviour management in their school.*	
5 minutes	**Reflection:** Reflect on their own practice. Has there been a time when they haven't responded in the way they wanted to? What was the impact on the pupil and the class? Has there been a time where they have responded in the way they are wanting to? What was the impact on the pupil and the class? Teachers to identify one strength and one area for development to build on what they are already doing in the classroom and discuss how they can develop this with peers. Feedback to the group. Facilitator to share how the school and their mentor can further support the teachers with their next steps.	
5 minutes	**Actions and next steps** Teachers to record their actions and next steps related to their classroom practice. This could be to re-visit certain areas on the course, talk with mentor, watch another teacher, plan to adapt their practice etc.	

Duration 1hr 20 minutes	**Module 1 ECT training session 2 Holding high expectations of all pupils**	**Resources**
ECF links	1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. *1a Using intentional and consistent language that promotes challenge and aspiration.* *1b Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.* *1c Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.* *4k Exposing potential pitfalls and explaining how to avoid them.* *4n Providing appropriate wait time between question and response where more developed responses are required.* *7m Supporting pupils to master challenging content, which builds towards long-term goals.*	
Pre work for early career teachers	Complete the following sections of the online curriculum • Module 1 – Session 5: Developing pupils' intrinsic motivation • Module 1 – Session 6: Holding high expectations and maintaining engagement	
	Objectives By the end of the session early career teachers will have • Reflected on the impact of 'No Opt Out' to increase pupil engagement • Identified actions to further increase pupil engagement in their own classroom • Identified suitable responses that help to develop a culture of error in the classroom	

	• Reflected on their own practice and identified actions to develop or enhance a culture of error	
5 minutes	**Do Now** Teachers draw upon their reflections from the online study materials and with a partner share their thoughts on what high expectations around classroom conduct means to them. What are the barriers to them achieving this with their class(es)? Ask teachers to share their thoughts with the group. Address any concerns and misconceptions. Share the session objectives.	
40 minutes	**High expectations in practice – 'No Opt Out'** Share that high expectations of pupils runs throughout teaching and will be explored in each module. However, high expectations in this module refers to having high standards for pupil conduct and setting up a classroom culture that expects pupils to think hard and participate in the learning. This session will focus on the concept of Ratio – increasing the proportion of time that pupils are participating and thinking hard in the lesson. Recap the concept of ratio using the graph from the course. Address any questions or misconceptions the teachers have. Watch the video of the teacher using 'No Opt Out': - How does this increase participation in the classroom? - How does the teacher set up the environment for it to be a positive experience? Discuss with the group. Teachers to reflect on an occasion when they have used 'No Opt Out'. You can use the following prompt questions to guide teacher's reflection and ask them to share their responses with a partner: - Did you ask the question, wait, then say a pupil's name to ensure everybody thinks? - Was the wait time enough given the depth/complexity of the question? - Which strategy of 'No Opt Out' did you use? - What Ratio (participation and think ratio) did you achieve? - Did the process support pupils to feel meaningful success? If so, why? - Did the task support you to demonstrate your high expectations of your pupils? Why? What are your next steps following the discussion? Circulate during the activity, answer questions and address any misconceptions. Ask the teachers to share their thoughts and reflections with the group.	Video of 'No Opt Out' Teachers to bring footage of themselves using no hands up or an account and reflection of when they have used it in the past week.
30 minutes	**High Expectations – Creating a positive learning environment where it's safe to make mistakes**	Scenarios

	Watch the video of the teacher who has created a positive environment where it's safe to make mistakes
	   - How do you think the pupils felt during this clip?
	   - What contributed to this?
	   - How did the interaction ensure that the teacher held high expectations for their pupils?
	   - What might the barriers have been to the teacher achieving what they did?
	
	Ask the teachers to work in pairs (you might wish to consider changing the pairs from the last activity to ensure teachers are gaining a range of perspectives).
	
	Before the session, prepare a range of subject and phase suitable scenarios that explore how to create a culture of error. Use the generic scenarios below for support.
	
	   - Mohammed is very shy and lacks confidence speaking in class. He gives an answer which is partially correct. How do you respond to Ben to maintain high expectations while valuing his input?
	   - Chloe is outgoing in class but lacks confidence academically. She very enthusiastically gives an answer, which has fundamental errors in it. How do you respond?
	   - Jasmin is an academically strong and confident pupil. She gives an answer which contains a common misconception. How do you respond?
	
	Ask teachers to share their thoughts and discuss.
	
	Reflection
	Ask the teachers to reflect on their own classroom culture.
	   - What is working well?
	   - What could be improved?
	   - Could they increase what you are expecting of their pupils? If yes, how?
	   - What are their next steps?
	
	Ask the teachers to share their ideas with the group.	

5 minutes	**Reflection and close**
	Ask the teachers to write down their concrete action steps following the session.
	
	What are their resulting discussion points with their mentor?
	
	Close the session
	   - Share your thoughts and reflections
	   - The teacher's next steps	