Module 3 - ECT Training Webinar Session Outlines

Basic Induction Programme

This document contains the objectives for the ECT training sessions linked to module 3 session and a suggested approach for delivering each session.

Duration 1hr 20 min	Module 3 - ECT training session 1 Using examples and non-examples	Resources
ECF links	4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. *4h Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).* *3l Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems.*	
Pre work for early career teachers	**Complete the following sections of the online curriculum** • Module 3 – Session 2: Explanations and modelling	
	Objectives: By the end of the session early career teachers should be able to: • Identify abstract concepts in their subject/phase and consider what makes these challenging to teach and learn about • Explain what an example and non-example is and why they are used • Explain the principles of choosing effective examples and non-examples • Identify strong examples and non-examples to teach an abstract concept in a subject	
5 minutes	**Review of learning** Share the objectives of the session and discuss/address any questions the teachers have about the pre-work.	
10 minutes	**Concrete examples make something abstract** Show teachers a word and read aloud the definition. Ensure this definition is abstract and something they will find hard to understand. Ask questions about how it makes them feel. Ask them to consider this from a pupils' perspective and how it might impact their engagement within a lesson. Warm up activity – what is an abstract concept? In pairs, teachers identify an abstract concept they have to teach in their subject or phase and identify which parts make it abstract and collect feedback. Explain they will return to these later in the session.	
15 minutes	**Using concrete examples** Explain that modelling helps pupils to understand new processes and ideas. Good models help to make abstract ideas concrete. Therefore, it is good to use concrete examples as part of your explanations and modelling.	Examples of abstract concepts being made concrete

	Explain that concrete examples can mean objects, something visual or an example that carries meaning. If you are using an example to make something concrete, it should be related to something the pupils already know about or have experienced. Go through lots of different ways teachers make abstract concepts concrete for pupils. Focus in on one example - *Choose something abstract related to the subject/phase the teachers are teaching and identify an example that helps to make this more concrete.* Talk through this example with the teachers and ask questions to check their understanding e.g. how does this make the abstract concept more concrete? What impact might this have on learners? When do you think this should be introduced to learners?	
10 minutes	**What makes using examples a success?** When using examples, you should: • Show a wide range of different examples to support pupils to accurately generalise • Ensure pupils have the prior knowledge needed to process and understand the examples Activity: Show teachers a scenario where the teacher is teaching a certain concept. Provide teachers with three different sets of examples the teacher could use to explain/introduce the topic. Ask teachers to work in pairs and decide which set of examples is best and why.	Generate a scenario for teaching a tricky concept and three different sets of examples the teacher could use to introduce it. E.g. one where the examples are all too similar, one with a wide range of examples, one using only one example. The second one being the best as it allows pupils to generalise
10 minutes	**Non-examples** Explain how these are used to demonstrate the boundaries of a concept. They can show what something is by demonstrating what it is not. This is a great way to expose the underlying structures of a concept which helps pupils to accurately generalise their understanding of this concept in new contexts. Using the example, you chose earlier, show a non-example to demonstrate the boundary on the concept. Explain that these are a great way to prevent pupils from generating misconceptions by over generalising their knowledge to things they shouldn't. Explain that in order to do this, the best non-examples are so similar to the example but with perhaps one difference. This helps to clearly define the boundary. To demonstrate, use an example of a good and bad non-example.	

5 minutes	**What makes non-examples a success?**	Find three non-examples for the scenario above. One non-example to be very similar to the example, with just one difference, one non-example to be completely different, one non-example to be somewhere in between. The best non-example being the first one.
	• They need to be as close to the example as possible but just different enough to show pupils the boundary. Activity: Remind teachers of the scenario used for the examples. Now show teachers three different non-examples and ask them to identify which one would be best to use and why. Gather feedback. Address misconceptions	
15 minutes	Activity: Ask pupils to work in pairs and identify good examples and a good non-example to help make an abstract concept concrete. Provide teachers with suggested abstract concepts if you feel this will support them.	
5 minutes	Teachers share their ideas with another pair and gather feedback. Then feedback to the room. At this stage, also share how interleaving concrete and abstract materials is a good way to reduce the level of scaffolding over time. This also helps to draw attention to the underlying structures.	
5 minutes	Next steps – personal reflection If you haven't used examples and non-examples before, what are your next steps to take for you to use this when teaching an abstract concept. Are there any barriers? If so, how will you address these?	

Duration 1hr 20 min	**Module 3 - ECT training session 2** Using questioning to extend and challenge pupils	**Resources**
ECF links	4.6 Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems 4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. *4m Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).* *4n Providing appropriate wait time between question and response where more developed responses are required.*	

Pre work for early career teachers	**Complete the following sections of the online curriculum** • Module 3 – Session 5: Questioning	
Objectives	• Explain the importance of questioning in classroom instruction • Recap the different ways to extend and challenge pupils • Identify suitable questions to stretch pupils 'responses	
5 minutes	**Review of learning** Share the objectives of the session and discuss/address any questions the teachers have about the pre-work.	
10 minutes	**Scenario activity** Show teachers a scenario where the teacher asks a question to a pupil without wait time and naming the pupil first. After the pupil gives an incomplete answer, the teacher rounds up the pupil's response to make it complete. Activity: Discuss in pairs: – Is the teacher using questioning to best effect? – How could the teacher improve? – Feedback and discuss responses	Subject specific scenario (see activity for what this should contain)
5 minutes	**Knowledge recap** Explain that in the self-directed study materials, teachers will have explored strategies for extending and challenging pupils such as: • Do not complete pupils' answers • Ask follow-up questions Think, pair, share: What are principles or strategies they can remember and what makes these approaches successful? Feedback and discuss.	
15 minutes	**Do not complete pupils' answers** Show teachers a half complete script where a teacher has asked a question and the pupil has given a half response. What could the teacher say now to probe the pupils thinking further? Discuss in pairs and feedback. Choose one question and then provide them with the pupil's response again, which is still not quite complete. What could they say now? Discuss in pairs feedback. Then explain that teachers are going to spend 5 minutes working through different scripts where they need to think of a question to further probe pupils' learning. Share teachers' ideas and discuss.	Incomplete, subject specific scripts for teachers to practise developing a follow-up question which would further check and extend pupils understanding
15 minutes	**Ask follow-up questions**	Scenarios where a teacher is teaching a topic, asked a

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	Teachers to try and write down 4 different ways to stretch pupils' understanding. Do teachers know of any others? Feedback and share any missing ones. As a group, work through one scenario where the teacher wants to ask a follow-up question to stretch pupils' understanding. Which strategy could they use? Can you think of an example? Discuss in partners and feedback. Discuss as a group. Share different scenarios with teachers. Ask them to work in pairs for 5 minutes to read the scenarios and record what their follow-up question would be to extend and stretch pupils' understanding. Feedback and discuss as a group.	question, the pupil gave the correct response and now the teacher wants to reward that response with a more challenging follow-up question to extend pupils' learning.
20 minutes	**Bringing it all together and applying it in your context** Think ahead to your next sequence of lessons. Plan to include questioning that will enable you to accurately check for pupil understanding and further stretch and enhance pupils' understanding. You should try and incorporate the following features where appropriate: - Avoid self-report questions - ask questions that directly assess pupil understanding of the material being taught - Check whole class understanding - Provide appropriate wait time after asking a question to allow pupils to generate a response - Do not complete pupils' answers - Ask follow-up questions to extend and challenge pupils Facilitator to circulate and support where necessary	Teachers need a lesson plan to review.
5 minutes	**Feedback** Share plans with partner and discuss key learnings form the session. Share key learnings with the group.	
5 minutes	**Next steps - personal reflection** What are your remaining next steps for implementing effective questioning in the classroom? Are there any remaining barriers? If so, how will you address these?	