

# ECT training overview for Module 1

1-hour Online Learning Community (Week 7)

## How to use this overview

There are pre-session tasks for the facilitator (essential) and ECTs (desirable). You will need to refer to the Module 1 Summary Guide and relevant self-directed study materials. The aim of this session is to enable the ECTs to participate in a facilitated discussion session relating to well-being, motivation and behaviour.

The training session outline details what must be covered. All references to how this might be delivered are optional.

## Preparation for the facilitator

You should read the Module 1 Summary Module Guide and familiarise yourself with the self-directed study materials including the research summaries.

You will need to make use of an online learning platform such as Moodle, Blackboard, Zoom, etc.

This session requires access for the ECTs to break-out spaces, ideally facilitated by a break-out facilitator. These are likely to be mentors/more experienced staff members. Consider the groupings that are likely to optimise sharing of examples.

## Preparation for the ECTs

Make brief notes on a challenge you are facing in relation to acting as a role model for your pupils, on which you would value input from peers during the session.

- describe the challenge
- outline the steps you have taken so far to address this challenge and the consequences of these steps
- pose a question you might offer to others who may be able to help you engage with this challenge further

## Learning Intentions for this session

This session should focus on the ways in which the ECT has the ability to become a role model for their pupils.

The ECT will learn that:

- 1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- 1.2 Teachers are key role models who can influence the attitudes, values and behaviours of their pupils.
- 1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

## Introduction

In Module 1, ECTs have explored evidence and best practice in relation to setting high expectations and managing behaviour effectively. In this online learning community they are invited to share their learning with other ECTs teaching in different contexts and, through a series of semi-structured activities, to deepen their thinking and extend their practice.

## Research Summary for this session

The following summary was provided for ECTs in Week 2. Reprinted here to inform the facilitator.

This summary will help you understand key ideas about evidence-informed teaching. To make the most of these ideas in your practice, you will need to take account of your pupils' characteristics, the context of your classroom and the content that you are teaching.

### A new year and a fresh start

Sam is excited – and nervous – about starting a new job in September. At her current school she is happy: pupils respect and trust her, see her as a role model, and know that she believes in them.

However, it took Sam a couple of years to reach this point and she knows she made some mistakes along the way. To make the most of her fresh start, Sam's current mentor suggests that she consider how to communicate her expectations to pupils and create a positive learning environment from day one.

What do you think Sam should consider to make the most of her fresh start at the new school?

Teachers can be extraordinarily influential – you can improve the motivation, wellbeing and behaviour of your pupils. In turn, this will help you to improve their life chances, especially for the most disadvantaged pupils. Ultimately, the quality of teaching is what matters most, but creating secure foundations by acting as a role model, clarifying your expectations and creating a culture of trust and respect, will help your teaching to have the greatest possible impact.

**Act as a role model** – your actions can influence the attitudes, values and behaviours of your pupils. For instance, modelling a joy of reading may influence your pupils' attitudes to reading. Therefore, you should be purposeful and consider the attributes you wish to foster through your example. Pupils may be especially impressionable if they identify with you or if they lack existing positive role models

**Clarify your expectations** – your expectations of pupils can affect their outcomes; this is sometimes known as the Pygmalion effect. Setting challenging, yet

achievable goals will help you to communicate your high expectations. You should set similar expectations about behaviour

**Create a culture of trust and respect** – establishing effective relationships is critical. You can do this by creating a culture of trust and respect in your classroom, which will support all pupils to succeed. There are often simple and subtle ways that you can do this, such as modelling and reinforcing courteous behaviour.

### **A culture of trust and respect**

Just like in Sam's previous school, the first time she set a collaborative activity for her new class, she spent some time discussing and agreeing a set of class rules aimed at fostering a culture of respect and trust. Rules included 'listening carefully to others' views' and 'respecting each other's views'. Taken together, the rules that Sam's class decided upon helped to reinforce their shared value about the importance of fairness.

The rules were similar to rules from previous years, but Sam paid more attention to the details, knowing how important this is, and this made all the difference. For instance, she systematically modelled the rules with her own behaviour and sometimes made this explicit, and she reinforced the rules by highlighting successes and reminding pupils of expectations if they violated the rules.

Over time, Sam's pupils began to remind each other about the rules, and the culture of respect and trust helped all pupils to succeed. Notably, it became much easier to teach and for pupils to learn in these conditions.

**Routines** are a sequence of actions regularly followed. School life is full of routines, and teachers can influence these routines so that they are both effective and efficient – this helps to maximise the time available for learning. Routines can also help create a predictable and secure environment for all pupils and may be particularly helpful for pupils with special educational needs.

Routines can be helpful in many different situations, which will depend on your own context. Common situations where routines are useful include:

- **transition points** – moving from one activity to another, especially when physical movement is needed, such as moving from tables to the carpet for younger pupils
- **using equipment** – time taken in distributing and gathering equipment is time that could be better spent learning, so establishing efficient routines is important
- **entering and exiting lessons** – simple routines to support entry and exit include the use of seating plans and ‘board activities’ for pupils to begin as soon as they enter the classroom
- **safety** – different subjects pose different risks, but establishing routines, such as how pupils wear goggles in science, can help ensure everyone is safe

**Establishing and maintaining routines**, like any behaviour, takes effort – especially in the early stages. It can be helpful to think of this as a 4-stage process: the speed and emphasis placed on each stage will depend on your pupils’ characteristics, classroom context and the focus of the routine.

**Clarify** – begin by clarifying exactly what the routine involves and why you are using it. For instance, the aim of the routine may be mainly about maximising time for learning safely

**Model** – show pupils how to perform the routine and explain its purpose. It can help to show non-examples that represent common misinterpretations of the routine as part of this

**Practice** – scaffold opportunities for practice when first using the routine. Including an element of competition may be appropriate here

**Reinforce** – regularly reinforce the routine by recognising when it is done well and providing reminders and further practice where it is not

### **Establishing and maintaining a routine for gluing in sheets**

Following her mentor’s advice, Sam spent some time thinking about the routines that she wanted to establish. One area where she needed a stronger routine was gluing sheets into her pupils’ books. Initially, she thought it might be too trivial, but on reflection it really did matter to her.

Too often, it had been a slow process and some pupils did it ineffectively so that their books either looked messy or resources got lost. Sam had even found herself

sometimes gluing in sheets when she was marking books, which was a poor use of her time.

- **Clarify** – Sam clarified to pupils how she wanted sheets stuck into books: open, not folded; edges inside the book, not hanging out; a single line of glue around each edge, not the whole sheet. Sam then thought about the routine pupils needed to achieve this. She already kept glue sticks on the table, but she added in a stage of peer checking
- **Model** – Sam explained to pupils why the routine mattered, which included showing the class two old exercise books: one where the routine had been followed, and one where it had not. Sam also modelled the process using her visualizer and a volunteer peer checker, and pointed out common mistakes
- **Practice** – Sam purposefully built in time for practice during the first weeks of term. As she built in peer checking of books it naturally became a little competitive and pupils enjoyed trying to glue in their sheets both efficiently and effectively
- **Reinforce** – the peer checking became a powerful way of reinforcing the routine, and this also contributed to the wider class culture of high expectations. Sam also regularly reinforced the rationale for the routine and the link to the pupils' learning. If sheets had not been glued in correctly, Sam provided targeted reinforcement of her expectations

To make the most of your routines, consider the following questions:

- what is the purpose of each routine?
- what, exactly, do you expect to happen during each routine?
- how will you enable pupils to practice each routine?
- how will you reinforce each routine?

You could then consider each routine from your pupils' perspective:

- do pupils understand the purpose of each routine?
- do pupils understand, exactly, what to do with each routine?

## The training will need to cover

This session should focus on ECF statements introduced in Week 2 (1.1, 1.2, 1.3 articulated above). Timings below are suggestions only.

### Review 10 mins

You should build the session around the ECF statements and could structure this in the following way:

### Plan/theory to practice 40 mins

#### Reflections on understanding of self as a role model

Set context for this OLC by returning to statements from Week 2: 1.1, 1.2, and 1.3. Note that these statements are drawn from evidence on effective teaching and are brought to life through the way that teachers think about and enact their role. This session is an opportunity to reflect with colleagues on how ECTs' thinking and practice is evolving, and to explore questions/challenges that ECTs are encountering.

Curate a discussion where ECTs respond to these statements (e.g. agree, partially agree, disagree) and share their thoughts in relation to each of them, especially where they share positive examples of how they are putting into practice strategies from the research and practice summaries for Module 1.

Statements (these could be presented as a slide):

1. I feel confident that my classroom is a place where pupils feel valued and safe
2. I feel confident that I have a positive impact on the attitudes, values and behaviour of my pupils
3. I feel confident that I communicate my belief in all pupils' academic potential
4. I feel confident that my classroom is a positive learning environment

Use discussion to:

- help ECTs engage with the content of research and practice summaries in this module
- highlight the connection between *learn how to* statements in the Early Career

Framework and *learn that* statements (i.e. that the former are practical ways to put the latter into practice)

- encourage ECTs to continue to try out strategies from the research and practice summaries in this and subsequent modules as a way of developing their practice over time

### **Challenges and ways forward:**

You might also promote discussion around the challenges ECTs are facing in their teaching so far, in relation to themes covered in Module 1. By using the online chat facility (or other collaborative discussion approach), ECTs could send in their challenges, and specific challenges could then be addressed by groups/sub-groups.

Ask the ECTs to:

- describe the challenge
- outline the steps they have taken so far to address this challenge and the consequences of these steps
- pose a question to others who may be able to help you engage with this challenge further

### **Next Steps 10 mins**

You should encourage the ECTs to capture their learning from the session. This could be done as a series of *I have learned that...* and *I have learned how to....* statements. You could set the following task:

Drawing on your learning in Module 1, and specifically on your participation in today's online learning community, list 3–5 words or statements that will act as prompts to you in developing and maintaining a classroom environment that supports high quality behaviour and learning for all pupils. Decide where to note these words so that they act as a frequent reminder of your goals as a teacher and of the strategies that you will use to realise these goals.

Facilitator to invite ECTs to share and explain some of their words. Facilitator to reflect back examples which illustrate particularly well connections between actions identified and Early Career Statements and their exemplification in Module 1.