

ECT training overview for Module 3 (1)

1-hour Online Learning Community (Week 6)

How to use this overview

There are pre-session tasks for the facilitator (essential). You will need to refer to the Module 3 Summary Guide. The aim of this session is to enable the ECTs to participate in a facilitated discussion session relating to ways that adaptive teaching can be used most effectively.

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 3 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

No preparation required.

Learning Intentions for this session

This session should focus on the ways in which grouping pupils carefully can support pupil attainment, behaviour and motivation if used carefully.

The ECT will learn that:

4.9 Paired and group activities can increase pupil success, but to work together

effectively pupils need guidance, support and practice.

4.10 How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.

The ECT will learn how to:

4o. Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).

Introduction

This session occurs towards the end of Module 3. The module began with a self-assessment audit against Module 3 ECF content. Through this module ECTs will have considered the fundamental principles of planning well-structured lessons to ensure that they meet the needs of all learners, and how they might adapt teaching to ensure that pupils don't get left behind. They will have worked with their mentors to extend their understanding and practice through a range of learning activities, with opportunities to consider research on how to structure lessons and adapt their teaching including using modelling and scaffolding, as well as developing metacognition in pupils. They will be using this to evaluate their own approaches to ensuring that pupils can build on prior knowledge and address misconceptions before they become a barrier to learning. This will be leading to the practical application of theory to their practice, applying new and refining existing approaches in the classroom. There will be further opportunities for both collaborative and individual planning, reflection and evaluation, through which the ECT will further develop their practice.

This module is 12 weeks long. Within the sequence of this programme, the module is designed to be run in the spring term of Year 1 of the programme.

Research Summary for this session

Collaborative learning involves pupils working together, in pairs or small groups, where everyone can participate on a collective activity. This may involve each pupil

taking responsibility for a part of the activity or all pupils working together on the same activity. The impact of collaborative learning approaches is typically positive, but studies find a wide range of effects. This suggests that it is important to consider how to do it most effectively.

To help you to establish collaborative learning which is effective and efficient you should:

Provide support and practice – effective collaborative learning requires more than just asking pupils to work together – providing support and practice will be beneficial. You could think about how you support collaborative learning, which will include explicitly teaching about routines and expectations.

Carefully design tasks – collaborative learning will be ineffective if tasks are not designed so that pupils can work together effectively and efficiently. If this is not done, some pupils may opt to try and work alone. One approach is to provide specific roles and responsibilities, although it is important to ensure that some pupils do not repeatedly get stuck with the same role.

Carefully group pupils – one of the benefits of collaborative learning is that pupils of different attainment levels can benefit from working with each other. However, giving consideration to the impact of specific grouping on behaviour and motivation is also important.

Use competition purposefully – competition can be an effective way of enhancing collaborative learning. However, it is not essential and it is likely to be unhelpful if competition becomes a distraction from the intended learning. Carefully monitoring the impact of competition is likely to be useful: not all pupils respond positively to competition.

The training will need to cover

This session should focus on the ways in which grouping pupils carefully can support pupil attainment, behaviour and motivation if used carefully. Timings are suggestions only. You might follow the schedule below for the online learning activity or design your own online training around themes which enable ECTs to:

- Provide opportunities for paired and group activities which are designed with appropriate guidance, support and practice;
- Group pupils by monitoring the impact of groupings on pupil attainment, behaviour and motivation;
- Consider the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).

Review 10 mins

You might provide the following example as a stimulus for the online discussion activity, or design your own group work story to reflect school types, subjects, phases, etc., of the ECTs. Allow time for reading through the example.

Marsha's story:

I am in Year 10 and studying nine subjects. I want to do well because if I can get a good job I will be able to look after my mum, who is very ill, my three sisters and my little baby brother. Sometimes I feel like my teachers don't know how to put me in a group so I can do well.

Yesterday in drama, everyone seemed really keen to work in friendship groups. I would like that if I was one of the popular girls. But I'm not. I have one school friend, who isn't in many of my subjects. Bella isn't in drama. The popular girls persuaded the teacher to allow friendship groups of five.

I ended up in the smallest group. There were only three of us. I was with one boy called Sam, who is very shy, and Danny, who is quite badly behaved a lot of the time. Our piece was almost impossible to get together as no one apart from me wanted to do well. I think Sam might have, but he gets too embarrassed to perform to the class. Danny just wanted to look cool. The popular girls quickly seemed to have the best piece in the class. Other people looked like they had quite decent pieces too.

Why does Miss always let the popular girls control how we work together? I think she wants to be popular with us. But she isn't popular with me.

Plan/Theory to Practice 45 mins

Use the above, or similar example, to prompt discussion about effective group working. You might, for example, structure discussion around the following points:

- What does Marsha's story (or other examples) tell us about ineffective groupings?
- Do friendship groupings ever provide an equitable opportunity for effective learning?
- How can optimal conditions for improving pupil attainment, behaviour and motivation be achieved in pair/group work?
- What steps can be taken to make use of prior knowledge when grouping pupils?
- How can ECTs optimise learning in their next class involving group work?

Next Steps 5 mins

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.