

# ECT training overview for Module 3 (1)

2-hour session (Week 1)

## 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. This provides the foundation to this ECT training session. The Learning Intentions refer directly to the *learn that* and *learn how to* statements from the ECF.

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.

You will need to plan the session based on the following outline and prepare appropriate resources to support ECTs effectively.

## Preparation for the ECTs

No preparation required.

## Learning Intentions for this session

This session is sequenced early in the module and will be focused on practice being an integral part of teaching. If ECTs ensure that pupils have repeated opportunities for practice, with appropriate guidance, success is more likely. Questioning as an essential tool for teachers is also considered. Questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

You will learn that:

- 4.8** Practice is an integral part of effective teaching, ensuring pupils have repeated opportunities to practise, with appropriate guidance and support,

increases success.

- 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.

**You will learn how to:**

- 4d.** Provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.

**Stimulate pupil thinking and check for understanding by:**

- 4l.** Planning activities around what you want pupils to think hard about.
- 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 when more developed responses are required.

## **Introduction**

This training session occurs at the beginning 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

**Performance** is used to describe ‘what a pupil can do at a given moment’. How well they do in a test, for example, can be described as their performance. Externally validated assessment instruments – exams and standardised tests – are useful for determining a pupil’s current level of performance within a particular domain. However, there are disadvantages to the use of high-stakes tests, since a single point of assessment is, by definition, not a reliable measure of what a pupil has really learned. It is therefore more valid and reliable to draw conclusions about a pupil’s learning on how they have performed across a number of different assessments within a given time period.

In order to ensure that all pupils gain the necessary foundational knowledge before encountering new content, it is vital to consider the sequence in which content is taught. In doing so, teachers can ensure that when pupils encounter new ideas, they are able to connect and organise these ideas with and alongside their existing mental models.

To help your pupils learn through **practice**, you should:

- design learning sequences that give your pupils regular opportunities to practise, and to retrieve from memory what they have previously learned
- design practice tasks to ensure a high success rate for your pupils, but
- over time, increase the challenge – for example, by removing scaffolding or by increasing the length of time between visits to the topic

**Questions** serve a number of essential purposes for teachers. For example, they:

Provide the teacher with immediate feedback on pupils’ understanding, which can then be used to modify teaching

Prompt pupils to inspect their existing knowledge. Articulating ideas and retrieving knowledge from the long-term memory helps clarify and consolidate learning, and improves the likelihood that it will be retained over time

Focus pupils on the key components of the learning sequence

Enable teachers and pupils to see progress over time

Model for pupils how to break down problems

Questions allow teachers to check pupils' knowledge and understanding of foundational concepts. Questions can be structured in different ways according to their purpose. Multiple-choice questions are useful for identifying common misconceptions and determining whether pupils can 'recognise' correct answers – a helpful stepping stone toward them being able to retrieve or recall information in the absence of retrieval cues. However, writing successful multiple-choice questions is complex if they are to be of most impact in both developing and assessing pupil learning. **Hinge questions** are a particular type of multiple-choice question that help teachers check whether pupils have understood important information that must be mastered before moving on to the next part of the learning sequence. Questions may also prompt pupils to engage in analytical, evaluative or critical thinking, comparing and contrasting ideas and making connections between different topics.

To use questions to help you teach well-structured lessons, you could:

- use 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)
- provide appropriate wait time between question and response when more developed responses are required

**Reframing questions** is more than simply rewording them. If a pupil can't answer a question, reframing it can allow them to approach it from a different angle. For example, rather than asking a pupil to 'explain their reasoning' for statement X, the teacher might ask them to provide reasons for and against believing statement X to be true. This may help the pupil realise they do not always have to align themselves with one particular line of reasoning, and to view problems and topics more holistically. Reframing questions can also help the teacher diagnose barriers to learning and help pupils think problems through, rather than simply giving up at the first sign of difficulty. To help all your pupils make better progress, you can reframe questions to:

- provide more support for those who need it by offering greater scaffolding (e.g. by narrowing down the options in an answer)
- stretch those pupils who are ready for it (e.g. by politely challenging their reasoning)

## The training will need to cover

Practice being an integral part of teaching (4.8. 4d) and Questioning as an essential tool for teachers (4.6, 4l, 4m, 4n). Timings are suggestions only.

This session should provide an introduction to the module, highlighting the ways in which practice and questioning are used within the ECTs' practice. These might be taught as discrete elements, or addressed together. The approach below combines the use of practice and questioning to increase success for pupils.

### Review 15 mins

You want to gauge understanding about two elements: (a) the use of practice as an integral part of teaching and (b) questioning as an essential tool for teachers. You might allow ECTs time to reflect on their practice over the last few days/weeks. The ECT could isolate examples of (a) practice and (b) questioning and/or the ways in which the two have been used to support each other.

### Plan 35 minutes

You might design a short scenario relating to your context that demonstrates the ways in which practice and questioning can be used. You might build one or more examples. An example has been included below to emphasise practice developed through questioning, but while you might choose to use this, references to the ECT's school context will be useful.

Lara, an ECT, is teaching a class of Year 7 pupils and being observed by her mentor, Chantelle. Her teaching subject is music. The aim of the lesson today is to learn to perform melodic phrases (motives) and repeated rhythmic patterns (*ostinati*) based on Balinese gamelan music. Several of the pupils seem to have learnt one or more phrases and are layering these in small groups. The majority of the pupils, however, appear to be struggling to play their phrases when others are playing at the same time.

Lara decides to adjust her lesson plan by bringing the pupils back together to allow further time for individual practice. She decides to allow the pupils time to play the phrases at different speeds (*tempi*): very slowly, moderately slowly, fast and very fast. Lara thinks this will allow those pupils who find the phrases challenging, to practise these very slowly at first. She encourages

those who were performing well earlier, to try some of the faster tempi.

After the lesson, Chantelle praises Lara for thinking on her feet and adjusting the lesson plan to support the pupils and allow for further practice. There was greater success for more pupils because of the opportunity for further individual practice. Lara reflected on the session by suggesting that had she provided greater structure earlier in the lesson (e.g. better modelling of each phrase), more of the pupils might have been able to achieve a successful performance of the phrases before working in the group. Lara and her mentor talked about how to make more effective use of scaffolds to provide this.

Chantelle then asked Lara how questioning could have been used to enable the pupils to think harder about performance skills, and accelerate their progress. Think of responses Lara might have offered.

The aim is to encourage ECTs to consider how the pupils might have probed their own practice further through both teacher and pupil questioning (e.g. *Why isn't this working? Should we try this slower first? Could we try this by bringing in each performer one at a time? What happens if we swap instruments and try the phrases? Does this enhance the overall performance?*)

Lara discussed with Chantelle ways she could improve her own questioning and that of her pupils to break down problems and promote more effective practice opportunities in her next class. They went on to think about how Lara could use a range of questions in her class discussions to extend and challenge pupils. Lara decided to structure part of the next lesson around reflection on the group work Chantelle had observed. How might Lara have used questioning?

The aim here is for the ECTs to think about how the reflective activity could be designed. Promote:

- using a range of question types to model new vocabulary, and ask pupils to justify their answers
- providing appropriate wait time between question and response when more developed responses are required (e.g. model Pose – Pause – Pounce – Bounce)

## Theory to Practice 60 mins

During the sixty minutes suggested for this section, aim to respond to the ideas that emerged in the Plan section. This section will need to engage the ECTs with the following:

1. how ECTs can promote the use of practice in their teaching
2. how ECTs can enhance practice through providing opportunities for repetition and therefore build confidence in their pupils
3. how ECTs can find ways to guide and support pupils who are developing skills and understanding through practice to improve success (e.g. modelling, explanation and scaffolding)
4. how ECTs can plan activities around what you want the pupils to think hard about
5. how to use a range of questions in class/group/individual discussions to extend and challenge pupils
6. how to use a range of questioning strategies to engage more pupils to think deeply about their learning

You might ask the ECTs to consider how they can review planning for classes in the forthcoming week by using pupil practice and questioning techniques and strategies.

## Next Steps 10 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.