

# Module 7: ECT Training Overview

2-hour session (Week 2)

## How to use this overview

This training session outline aims to provide the training facilitator with a detailed overview of how to facilitate the training. All materials are either embedded here or provided as a resource on the online learning platform.

This session supports Early Career Teachers (ECTs) in deepening their practice knowledge in relation to Early Career Framework (ECF) Standards 2 and 3 and in consolidating their evaluative inquiries into an aspect of practice they have chosen with their mentors to focus on during autumn half-term 2 related to these standards. The session also gives ECTs the opportunity for shared peer reflection about what their initial exploratory investigations are telling them about their practice in relation to Standards 2 and 3 and to evaluate the quality of the school-based evidence their reflections are based on.

## Preparation for the facilitator

You should familiarise yourself with the Year 2 Handbook, Practitioner Inquiry, ECF Standards 2 and 3 and the research summaries pertaining to these.

## Preparation for the ECTs

ECTs evaluated their development priorities at their previous meeting with their mentor. They will have decided on an ECF-related inquiry question relating to Standards 2 and 3 and explored evidence-gathering methods related to this.

## Learning intentions for this session

Session 2 will enable the ECT to learn how to:

- evaluate the quality of school-based evidence or data to be gathered as part of a personal inquiry connected to ECF Standards 2 or 3
- through a case study exemplifying how to teach different forms of writing by modelling planning, drafting and editing (3.10 & 3s), develop a specific alteration to practice, based on the individual priorities of the ECT and the needs of the students they teach
- consolidate a personal focus for inquiry and design appropriate tools to collect valid and sufficient evidence to monitor the impact of altered practice on pupils

## Introduction

This session takes place during the early part of autumn half-term 2. It links with the Year 1 **Module 2** ('Engaging pupils in learning') and Year 2 **Module 7** ('Inquiry into engaging pupils in learning').

ECTs are working on their improvement-focused inquiry into aspects of ECF Standards 2 or 3, examining the evidence they are gathering to evaluate the specific changes to their practice that this inquiry is engendering.

## Research summary for this session

The research underpinning this session is summarised within ECF Standard 8 ('Professional Behaviours') of the Early Career Framework.

In particular, the ECT will learn that:

- 8.7** Engaging in high-quality professional development can help teachers improve.

And that the ECT will develop as a professional by:

- 8a.** Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.

- 8d.** Engaging critically with research and discussing evidence with colleagues.
- 8e.** Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

The research related to practitioner inquiry which provides the basis for this and every training session in Year 2 will show ECTs how they can use inquiry to deepen and extend their engagement with each aspect of the Early Career Framework.

During this session, the messages from research summarised in ECF Standards 2 and 3 ('How Pupils Learn' and 'Subject and Curriculum') will be particularly relevant. Each ECT will have agreed with their mentor on the topic they would like to deepen their understanding of this term. All case studies and exemplification of best practice will be based on 'learn that' and 'learn how to' statements from ECF Standards 2 and 3.

### **Use the following as a guide**

#### **Review 20 min**

This part of the session will allow ECTs to build on the reflective discussions they have had about their development priorities and inquiry focus in their previous training session and mentor meetings. They will have the opportunity to reflect collectively, learning from each other and will be ready to consolidate this learning in the design of their ECF-related, improvement-focused, evaluative inquiry later in the session.

You may decide to ask ECTs to work in pairs or threes to share their responses to the following questions:

- what was the inquiry focus you developed at the end of Training Session 1? (share both your exploratory and evaluative questions)
- has that changed following discussions with your mentor?
- have you gathered any evidence so far? If so, what does this tell you about your inquiry focus?
- what further evidence might be useful to gather?

Encourage ECTs to connect their reflections explicitly to the topic areas of ECF Standards 1 and 7 on which they chose to focus. You may wish to facilitate this discussion as a 'speed dating' activity with everyone on their feet and sharing with

peers through rapid-fire 3-minute discussions. Or you could ask ECTs to reflect in pairs to ensure full participation before moving to table discussions.

You should end this part of the session by drawing together and recording key learning points from the whole group, which they will consider when planning their next small-scale inquiry.

## Theory to Practice

### A. A reminder of the inquiry process: 10 min

Remind ECTs that in Training Session 1, they were introduced to an inquiry cycle consisting of four phases: ASK, INVESTIGATE, INNOVATE, REFLECT. This session will focus on the INVESTIGATE and INNOVATE phases.

- INVESTIGATE: The data we have been discussing in the initial reflection exercise can be described as baseline data. In order to be able to evaluate the impact of your inquiry, you need to collect robust and reliable data regarding your current practice and pupils' learning. Have you gathered sufficient baseline data about your focus area? What further data would it be useful to gather? Do you need to design a specific research tool to do this? We will be exploring how to do this today.
- Following this comes the INNOVATE phase. Informed by the relevant research summaries and by your analysis of baseline data, you will consolidate your focus on an aspect of teaching and learning from ECF Standards 2 or 3 that you would like to trial – to implement and evaluate the impact of. During the next few weeks, you will collect impact data to track the impact of your altered practice. As you review this evidence of impact, you may decide to adapt and re-implement your teaching strategy, informed by ongoing data collection and analysis.

**B.** Shared engagement with a case study exemplifying ECF Standards 2a and 3d

**Part one: 20 min**

Damian loves teaching his Year 5 class this year. Before he took them on, he spent time discussing with his experienced Year 4 colleague how she had taught the class to work scientifically, including how she had developed their skills in grouping and classification and observing patterns. He took this into consideration when planning how to teach the class to plan their own scientific inquiries, ensuring he incorporated appropriate explanations and demonstrations. He has also developed a number of scaffolding tools to help pupils take measurements and record their data and results, based on resources originally created by his colleague. He can tell from assessing the quality of their discussions during group work that pupils are developing their abilities to draw conclusions based on their data and observations, using evidence to justify their ideas. It seems they are really enjoying taking part in these inquiries and are motivated and engaged. However, Damian has noticed that, when it comes to reporting on and presenting the findings from their inquiries, including conclusions, causal relationships and explanations, several pupils' written responses are muddled and confused. Damian decides to investigate the matter further and gather some evidence to help him understand what's actually going on.

- What exploratory data might Damian gather about this issue? For example, he may decide to collect some samples of pupils' writing to analyse.
- What 'naturally occurring' data or evidence might he have to hand?
- Does it tell him all he needs to know? What else might he need to gather?
- Can you think of a research tool he might design to help him find out more about this issue?
- How will he know if the data he is collecting is 'sufficient' and 'valid'?

### **C. Exploring the pros and cons of different data collection tools: 30 min**

Remind ECTs about the section on data collection in the Practitioner Inquiry Handbook. As far as possible, it is advisable for ECTs to use a combination of naturally occurring data (data that schools gather as a matter of course – e.g. data relating to progress, behaviour or attendance), as this can save time. However, most inquiries involve the use of additional data collection tools such as surveys, focused observations or interviews.

It is also advisable to use a combination of two or three different kinds of data sources. In this way, we can triangulate the data from different sources, to see whether they tell the same story. Each data collection method has advantages and disadvantages; by combining the use of multiple data sources, we overcome the limitations of any single method.

Create an exercise to explore the benefits and limitations of the types of data that ECTs might be choosing to collect in relation to their inquiries. Their types of data should broadly relate to the ‘methods’ below. Once they have done this, they could then consider the benefits and limitations shown in the METHODS OF DATA COLLECTION table in the Practitioner Inquiry Handbook.

<b>Method</b>	<b>Benefits</b>	<b>Limitations</b>
Existing assessment data		
Test data		
Questionnaires		
Student work		
Interviews		
Observation		

If you choose to, you could ask them to devise 'top tips' to remember when designing a questionnaire, interview or observation and share these across the group.

Point out, that in order for the data they collect to be valid, it needs to help them answer the question they are asking. For example, to answer the question 'How can I ensure that I take prior learning into account when planning how to introduce new information?' (2a) would likely involve an assessment of their learning from a related unit of work, notes from a discussion with an experienced colleague who had taught them this unit, and/or records of a focus group discussion with a group of pupils about what helps them learn.

Alternatively, to answer the question 'What kind of resources and materials best support the development of x unit of work?' (3d) might involve scrutiny of schemes of work and accompanying materials combined with a focused interview into how content is sequenced with an experienced colleague.

ECTs should also consider how much evidence to collect – in other words, they should ensure that the evidence they collect is sufficient. Make it clear to them that this is a small-scale study and that the aim is to gain deeper insights into their own practice and its impact on pupil learning. They should therefore select a particular group of pupils to focus on and track them more closely than they normally would. This could be, for example, a group of 5 or 6 pupils, representative of the class make-up in terms of gender, attainment and so on. Or they could decide to focus on a group with specific needs, for example, those who are working below expected levels of progress or those with EAL in the class. It is important to balance gaining deeper insights with ensuring manageability in the data collection process.

**D. Developing a specific alteration to practice or innovation to address your issue: 30 min**

**Part two of case study exemplifying ECF Standard 3.10, 3s**

Damian has decided to talk with the literacy coordinator in his school. She has recommended he read the [EEF guidance](#) on 'Teaching writing

composition strategies through modelling and supported practice'. Following their discussion, he agrees he will focus on how to teach different forms of writing by modelling planning, drafting and editing. Specifically, he will:

- compose a model write-up of a scientific inquiry report
- present the text on a visualiser and highlight key elements of it so pupils can see how it has been constructed
- design a pair or small-group activity so that pupils write their own text featuring the key elements

Pupils will then:

- share their reports on the visualiser and edit them in response to feedback from the class
- independently plan and write a report featuring the key elements
- share the piece with a partner and edit this in response to peer feedback
- produce a final draft for teacher feedback

Damian will monitor the progress of the whole class and he will closely track the impact of this strategy on a selected group of pupils, representative of the attainment range in the class. He will collect and analyse a sample of writing from these pupils before the strategy is introduced and use this as a baseline against which to compare the final drafts they produce. He will also plan some questions to ask them to find out how confident they feel about their writing at the outset and later on in the process. He will triangulate these findings with progress data to determine whether the approach has made a difference to pupils' learning.



Ask ECTs to consider this case study in relation to their own inquiry. At this point, it may be useful to devote some time to individual work, and then time for paired discussion offering support and challenge. Ensure the ECTs cover the following:

- revisit and finalise your evaluative inquiry question
- specifically, how will you alter your practice to develop your practice in relation to an aspect of ECF Standards 2 or 3?
- how similar or different is this alteration to your current practice?
- can you articulate your intended change clearly and succinctly?
- what evidence will you gather to evaluate whether what you are doing is impacting on pupils' learning?
- if there is time, begin to design a data collection tool such as an observation schedule or questionnaire.

### **Next Steps 10 min**

You may wish to give ECTs some time at the close of this session to record next steps specific to their inquiries in their Learning Logs. Remind ECTs that they can use guidance in the ECF Year 2 Practitioner Inquiry Handbook to support this.