

# Module 8: ECT Training Overview (1)

2-hour session (Week 1)

## 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 4, 5 and 6 and in developing an inquiry into an aspect of practice they have chosen with their mentors to focus on during the first half of the spring term related to these Standards.

## Preparation for the facilitator

You should familiarise yourself with the Practitioner Inquiry Handbook, ECF Standards 4, 5 and 6 and the research summaries pertaining to these.

## Preparation for the ECTs

ECTs should reflect on their learning from the inquiry cycles undertaken so far in preparation for a further extended cycle to be developed in this session connected to an aspect of Standards 4, 5 and 6.

### Learning intentions for this session

Through engagement in a series of scenario-based exemplification exercises, Session 3 will enable the ECT to learn how to:

- Seek to understand pupils' differences by working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals (5.2, 5c)
- Adapt teaching in a responsive way, including by providing targeted support to pupils who are struggling (5.3) and making effective use of teaching assistants (5g)
- Design an inquiry to potentially include collaboration with other staff in their schools, connected to their personal development needs in relation to ECF Standards 4, 5, and 6

### Introduction

This session takes place at the very start of the spring term. It links with the Year 1 Modules 3 and 4, developing quality pedagogy and making productive use of assessment, and the Year 2 Module 8 inquiry into developing quality pedagogy (II) and making productive use of assessment (II).

ECTs have learned how to enact the inquiry process as an aid to reflection and professional development in Term 1 of Year 2 and are engaging in a further, more extended cycle of inquiry this term, centred on a development priority related to ECF Standards 4, 5 and 6. This time round, they will be offered the opportunity to consider involving colleagues from their schools in the inquiry process.

### 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 4, 5 and 6 will be particularly relevant. Each ECT will have recently 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 4, 5 and 6.

### **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 recent meeting with their mentor. 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 are your development priorities for this term, and how do they connect with ECF Standards 4, 5 and 6?
- what is your inquiry focus, and how do you plan to gather exploratory data?
- what alterations are you planning to make to your practice?

- how might you plan to track the impact of these on pupil learning?

Encourage ECTs to connect their reflections explicitly to the topic areas of the ECF Standards on which they are choosing to focus.

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 inquiry.

### **Theory to Practice 70 min**

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

Remind ECTs that in the autumn term, they have been enacting inquiry cycles intended to deepen their practice knowledge and specific aspects of their practice. The cycles have followed a four-phase structure: ASK, INVESTIGATE, INNOVATE, REFLECT. This session will prepare them to embark on a further cycle which features the opportunity, this time, for them to involve other colleagues from their schools in the inquiry process. The session will feature a suggested scenario designed both to exemplify specific ECF standards and support ECTs to plan the ASK, INVESTIGATE and INNOVATE phases of their inquiries. You may choose to develop your own scenario or adapt the one provided, according to the needs and interests of your ECTs.

You may wish to remind ECTs of the purpose of these phases and how they will be enacted this term.

- First, you will ASK. What questions are you asking about your practice? What baseline data do you need to collect about your practice and your pupils in order to form a clearer picture of the current situation? At this stage, you will write an exploratory research question or questions to guide your thinking.
- Next, you will INVESTIGATE. What is already known about this issue? (Point ECTs towards the research summaries related to Standards 4, 5, and 6). You will also want to gather further data about current practice in your school related to your priority area. What does your baseline data tell us about your chosen area of practice? What does it not tell us? To what extent does our

baseline data help answer, or refine our research question? At this stage, we write an evaluative research question to guide the next part of the inquiry cycle.

- Following this comes the INNOVATION phase. Informed by the relevant research summaries and by your analysis of baseline data, you will decide on an aspect of teaching and learning from ECF standards 4, 5 or 6 that you would like to alter or to implement and evaluate the impact of. During this time, you will collect impact data. 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.
- Finally, we REFLECT. What was the impact of your innovation on pupil outcomes? How does this connect to what is known in the research summaries? Perhaps most important is the question of knowledge mobilisation: what will you do differently in the future as a result of this process of practitioner inquiry? How will you share the findings of your inquiry with other ECTs, other colleagues and the wider education community? What new questions will you take forward to help you extend your practice knowledge and develop your practice further?

Remind ECTs that this inquiry will be conducted over a period of 10 weeks. It may be that during that time, ECTs will choose to involve other colleagues in their investigation, and this session will guide them in considering how they might do this. Throughout this inquiry, the focus must remain on ECF Standards 4, 5 or 6. Finally, the inquiry must be conducted in such a way that it does not add to their workload but rather supports them in adapting their teaching in a responsive way as part of their normal practice.

## **B. Shared engagement with a scenario exemplifying ECF Standards 5.2, 5c**

### **ASK and INVESTIGATE: The issue: 20 min**

Morgan shares the teaching of a Year 8 humanities class with a more experienced colleague, Rabia. Rabia taught the class last year when they were in Year 7, but Morgan has only started teaching them at the start of Year 8. Pupils in the class come from a range of socio-economic

backgrounds and around a third have English as an additional language. Overall, Morgan has been working hard to meet the range of needs of the pupils in the class and two in particular are causing her some concern. One of them, Sanjay, has missed a lot of school recently. Morgan is not quite sure why this was and is worried that he lacks confidence and finds it difficult to get started on tasks. The second pupil, Emily, is easily distracted and finds it hard to concentrate. If Morgan tries to bring her back on task, Emily says she 'doesn't know what to do' and 'doesn't see the point of doing it anyway'. Because of the range of needs in the class, they have been allocated a teaching assistant called Evan who supports the humanities team, but Morgan is not really sure how best to deploy him. Morgan decides to arrange to meet with Rabia to find out more about how she meets the needs of the group. She also thinks it would be good to speak with Evan and the SENCO, Geraldine.

- Prepare some interview questions for Morgan to ask Rabia, Geraldine and Evan.
- What further exploratory data would you want to collect if you were assisting Morgan with an inquiry into how she can best address the learning needs of the class and support Sanjay and Emily in particular?

### **ASK and INVESTIGATE: What's known about this issue? 20 min**

#### **Standards 6.1, 6b and 4.4, 4a and 4c**

1) Morgan meets with Rabia. To capture the conversation, she's asked her permission to record what she says on her phone. This is what she says:

'Well, when I first started teaching the class last year, I really struggled. There's such a wide range of needs within the class, I really couldn't work out how to pitch my lessons. We were doing the women's suffrage unit, so with the help of our head of department, I created a range of assessment tasks to give me an insight into their levels of understanding over time. One of these was a checklist to evaluate their understanding of key issues during the parliamentary debate activity, and I also set them some multiple-choice questions about public reactions to Emily Davison's death. The results of these gave me a much better understanding of the kind of support needed across

the class. When we started the First World War unit, I made much more use of modelling and scaffolding (to help them with their letter writing, for example). Whilst most of the class, with practice, began to write more freely and independently, Emily and Sanjay still seemed to need a framework to express their ideas. I'm still concerned about their abilities to work independently and plan more extended pieces of work, especially with the local history enquiry project coming up, which I know we are going to plan together'.

- 2) Morgan then arranges to speak with Geraldine, the SENCO, and Evan. This time, she makes notes following the conversation.

Geraldine is aware from a conversation with the head of Year 8 that Sanjay has missed school recently due to ill health. He has severe asthma and has missed chunks of school while he was at primary school too. Emily's form tutor asked Geraldine to join her at the previous parents' evening as she was concerned about Emily's progress. Her parents were worried that Emily was becoming more and more frustrated with school and was becoming difficult to manage at home. Geraldine explains that neither Emily's nor Sanjay's needs are severe enough to warrant an Education Health and Care Plan (EHCP) within the SEND Code of Practice. Geraldine has been working with the TAs, including Evan, to develop strategies to help pupils develop independent learning skills and manage their own learning, drawing on the EEF Guidance on [Making Best Use of Teaching Assistants](#). She's also helping them create resources based on the EEF [Scaffolding Framework for Teaching Assistant-Pupil Interactions](#). Morgan decides to read these two reports before she meets with Evan and Rabia to plan how they will structure the local history enquiry.

- What is this exploratory data telling you about the class' needs?
- What might the team do to ensure that all pupils are appropriately prepared to plan a local history enquiry? specifically, how might Morgan alter her practice?
- What further data might they need to collect to establish a reliable baseline against which to evaluate the impact the alteration on practice has on the learning of Sanjay and Emily in particular?
- Devise an evaluative question to structure an inquiry into this issue.





Facilitator, you may want to remind ECTs of the frame for an evaluative question:  
How can I develop [input variable / strategy], implemented for [duration of intervention], in order to improve [outcome variable] among [target group of pupils]?  
When you share responses to the above questions across the group, give an example of an effective evaluative question. For example:

- how can I develop my use of clueing, prompting and modelling, implemented for 3 weeks, in order to improve self-scaffolding among pupils who find self-directed learning challenging (i.e. Sanjay and Emily)?

### **INNOVATE: 20 mins**

#### **Standards 4.5. 4.6. 4e; 5.3, 5e and 5k**

Morgan, Evan and Rabia meet to plan the local history enquiry. They start by reviewing the assessment criteria for last year's local history enquiry devised by two other experienced colleagues, including the head of department. This helps them design clear expectations for how the project will be structured this year and the expected outcomes. They plan to share these with the whole class at the outset of the project after half-term. The first activity will be a 'road map' where pupils will map out in detail the 'journey' they will take through the project to meet the expected outcomes. Pupils will present this visually and it will represent how they will plan, monitor and evaluate their projects. Key questions to structure this activity will include:

- Where am I going? What will I need to achieve? By when? What do I need to find out? How will I find it out? How will I check I am on track? What will I do if I'm not sure what to do next? What will I do if I need to change plan? How will I present my work when I've collected all the relevant information?

Morgan and Evan will work together to develop a set of prompts and clues to encourage self-directed learning. Morgan will monitor how effective these are with a representative group of pupils in the class and Evan will track how Emily and Sanjay respond to these. In three weeks' time they plan to take stock and make interim claims about whether the strategies they've

introduced are making a difference to pupils' abilities to direct their own learning through the initial stages of project planning.

- What evidence will they use to make these interim claims?
- How will they ensure that the evidence they collect is robust enough to make these claims?

Facilitator, you may want to share responses to these questions and then highlight some possible solutions. For example, Morgan and Evan may decide to meet regularly and note their reflections in relation to increased independence, check samples of work to ensure the planning phase meets the expected outcomes they devised and establish a focus of group of pupils and ask them to evaluate what has helped them progress through this phase of the project. They need to use more than one source of evidence to triangulate their findings. They might also devise a rapid survey to ascertain how pupils feel about themselves as independent learners at the outset of the project and compare this to how they feel towards the end of it. Another idea might be, if practicable, to ask Rabia to review some of the evidence or undertake some focused observations.

### **Next steps 30 min**

Ask ECTs to consider the entire case study in relation to their own planned 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 individual inquiry focus related to ECF Standards 4, 5 or 6
- what exploratory data will you gather to ascertain your starting point for this?
- what data may be 'naturally occurring' in school?
- what kind of tool might you design to collect additional data to help you establish your baseline?
- how might you involve other colleagues at school in your enquiry, for example, other ECTs, TAs, phase or department members?
- what timeline will you set yourself to gather your baseline data, finalise your evaluative question and start alterations to your practice? Agree on this timeline with your mentor when you return to school.

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