

Module 6 - ECT Training Session Outlines

Basic Induction Programme

This document contains the objectives for the ECT training sessions linked to module 6 and a suggested approach for delivering each session.

Duration	Module 6- ECT training session 1	Resources
1hr 20 minutes	Identifying the essential concepts, knowledge and skills of a subject	
ECF Links	<p>3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.</p> <p>3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.</p> <p><i>3a Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.</i></p> <p><i>8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i></p>	
Pre work for early career teachers	<p>Complete the following sections of the online curriculum</p> <ul style="list-style-type: none"> Module 6 - Session 2: Identifying concepts, knowledge and skills <p>Teachers need to bring:</p> <ul style="list-style-type: none"> Their record of the concepts, knowledge and skills they have identified so far for the scheme of work they are designing for module 6 	
	<p>Objectives: By the end of the session, Early Career Teachers (ECTs) will have:</p> <ul style="list-style-type: none"> Explored why mastering foundational concepts and knowledge is likely to build pupils' confidence and help them succeed Shared and discussed the concepts, knowledge and skills they have identified for their scheme of work Revised the concepts, knowledge and skills for their scheme of work based on discussion, feedback and reflection. 	
10 minutes	<p>Introduce the session and share the session objectives</p> <p>Ask your teachers to write down:</p> <ul style="list-style-type: none"> The meaning of a foundational concept An example of a foundational concept in their subject (or an area of learning and development or subject if EYFS/Primary) <p>Circulate and address any misconceptions. Choose a few examples from the group and ask the teachers to share them, with an explanation of why they chose it as a foundational concept.</p>	
20 minutes	Recap on why ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	

	<p>Share some examples (cross-subject) from your own/other's practice or from relevant literature.</p> <p>Ask your teachers to consider the following questions for 5 minutes and then share with a partner:</p> <ul style="list-style-type: none"> • Have you experienced trying to teach a topic when the foundational concepts and knowledge were not in place for some/the majority of pupils? • If so, what was the impact on your teaching and the learning of pupils? • What effect have you noticed on your pupils' confidence of either mastering or not mastering the foundational concepts and knowledge (including skills)? <p>Circulate to listen to the discussions.</p> <p>Depending on numbers, ask a teacher from each pair to share a comment from their partner which either made them reflect on an aspect of their own teaching, or which they particularly identified with.</p>	
<p>50 minutes in total</p> <p>30 mins</p>	<p>Discussing and reviewing identified concepts, knowledge, skills and vocabulary</p> <p>Activity:</p> <p>Teachers should work in pairs or groups of three. If possible, they should be grouped with teachers who teach the same subject/a related subject/phase.</p> <p>Each teacher should take it in turn to:</p> <ul style="list-style-type: none"> • Share the topic/approximate length of their scheme of work • Share the concepts, knowledge, skills and vocabulary that they have identified for their scheme of work so far • Provide the rationale for choices made <p>The other teachers should first listen without comment. After the teacher has finished, the teachers should share their reflections/clarifying or probing questions.</p> <p>The aim of this questioning is to support each teacher to refine the concepts, knowledge and skills that they have identified.</p> <p>Below is a list of questions which could be asked:</p> <ul style="list-style-type: none"> • What assumptions are you making about the prior knowledge pupils will have? What have you based this on? • What big ideas of the subject are you revisiting? • Do you think there is enough time in this scheme of work to explicitly teach these knowledge and skills? • Which concepts, knowledge or skills would you judge to be essential to learn this topic? • Have you thought about teaching 'X' concept/knowledge/skill/value to help pupils to learn this topic? • Do you think you have fully considered what Tier 2 and Tier 3 vocabulary pupils will need to develop their literacy for this topic? 	

20 mins	<p>Once everyone has shared and been questioned/discussed their choices, teachers have time to revise/refine their chosen concepts, knowledge, skills and vocabulary.</p> <p>Circulate to support teachers, answer questions and provide feedback/challenge where appropriate.</p>	
5 minutes	<p>Recap the session objectives</p> <p>Answer any queries or questions</p> <p>Remind teachers about the pre-work ahead of the next session</p>	

Duration 1hr 20 minutes	Module 6 - ECT training session 2 Critical thinking in a subject area	Resources
ECF Links:	<p>3.6 In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.</p> <p><i>3k Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</i></p> <p><i>8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i></p>	
Pre work for early career teachers	<p>Complete the following sections of the online curriculum</p> <ul style="list-style-type: none"> Module 6 - Session 6: Supporting pupils to build increasingly complex mental models <p>Teachers need to bring:</p> <ul style="list-style-type: none"> The scheme of work they are developing as part of the module 	
	<p>Objectives:</p> <p>By the end of the session, Early Career Teachers (ECTs) will have:</p> <ul style="list-style-type: none"> Explained why pupils need an understanding of knowledge within the subject area they are being asked to think critically about Explored when and how pupils are asked to think critically within their subject area(s) / phase Reflected on the extent to which the scheme of work they are designing supports pupils to think critically Revised their scheme of work based on discussion, feedback and reflection 	
5 minutes	<p>Choose and show/play your teachers an unusual example of:</p> <ul style="list-style-type: none"> -A work of art -A piece of music -A clip of a sportsperson in action <p>Give teachers 2 minutes to critically evaluate the example.</p> <p>Ask some teachers to share their thoughts.</p> <p>Follow-up by asking and taking feedback on the following questions:</p> <p>Why was this a challenging exercise? What would have improved their critical thinking?</p>	
5 minutes	<p>Recap on why prior knowledge plays an important role in how pupils learn and how committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p>	
25 mins	<p>Share some examples (cross-subject) from your own/other's practice where pupils are asked to think critically, and the domain-specific knowledge needed in long-term memory to do this successfully.</p> <p>Ask your teachers to individually write down an example of when and how pupils are asked to think critically in their subject(s) area.</p>	Teachers to have access to the National Curriculum programmes of study for

	<p><i>(For this task, it may be helpful for teachers to have access to the national curriculum programmes of study/ statutory framework for the early years foundation stage)</i></p> <p>Ask your teachers to share their example with a partner. What is similar or different about the examples?</p> <p>Ask for feedback. Draw attention to similarities that relate to domain-specific knowledge or required fluency of knowledge.</p> <p>Now ask teachers to reflect on their own teaching experience so far:</p> <p>What has been your most successful or unsuccessful experience of asking pupils to think critically in a subject area?</p> <p>Using knowledge from this module and previous modules, can you identify:</p> <ul style="list-style-type: none"> • Why was the experience successful/unsuccessful? • What could have further improved your pupils' ability to think critically in this subject area? 	<p>their subject areas / or the statutory framework for the early years foundation stage</p>
40 minutes	<p>Ask the teachers: does the scheme of work you are designing ask pupils to think critically and/or does your scheme of work lay the foundation for critical thinking later in the curriculum?</p> <p><i>(If the answer to both questions is no, ask teachers to pick another scheme of work which they will be teaching that does)</i></p> <p>Ask teachers to reflect on the following questions:</p> <ul style="list-style-type: none"> • Do pupils have the domain-specific knowledge in their long-term memories to think critically about the subject area? • If I am unsure, how could I check? • If no, how could I address this either in this scheme, or in future schemes of learning? • If yes, how could you best support pupils to draw upon this knowledge to think critically? • If your scheme of work is laying the foundation for future critical thinking, what tasks could you provide to support pupils to learn the key knowledge they will need securely? <p>Ask some teachers to share their most important reflection.</p> <p>Now give teachers time to revise their scheme of work to better support pupils to think critically in the subject area. If any teachers are finding it difficult to know how to do this, encourage them to make a note of their reflections and challenges to share with their mentor.</p> <p>Circulate to support teachers, answer questions and provide feedback/challenge where appropriate.</p>	
5 minutes	<p>Recap objectives</p> <p>Praise your teachers for their efforts in professional development this year and congratulate them on the progress they have made.</p> <p>Provide your teachers with a brief look ahead to Year 2 of the programme.</p>	