



EARLY CAREER FRAMEWORK

SESSION OUTLINE | CLINIC 8

TITLE	TIMING
Implementing change: Prepare 8b, 8c, 8d, 8e, 8o, 8p	1.5 hours (90 minutes)

OUTCOMES
<ul style="list-style-type: none">> Reflect on the progress made so far to identify a specific area where they could implement change and the extent to which they have engaged critically with research discussing evidence with colleagues to make evidence-informed decisions on what to implement.> Learn that the term 'active ingredients' refer to the essential principles and practices that underpin a strategy or approach.> Identify strategies they wish to trial in order to implement change and develop their practice and identify their desired outcomes.> Identify any gaps in knowledge or skills they have in implementing this change, considering areas for professional development and where they could collaborate with and seek support from colleagues.> Assess the impact that implementing this change would have on workload and wellbeing both positive and negative.

THE BIGGER PICTURE

This is the eighth clinic. Clinics will occur roughly once a half-term.

Before this session takes place, teachers should have had exposure to key knowledge from ITT Core Content Framework on multiple areas of focus from today's session:

- 8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
- 8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- Develop as a professional, by:
 - 8a Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- And - following expert input - by taking opportunities to practise, receive feedback and improve at:
 - 8c Strengthening pedagogical and subject knowledge by participating in wider networks.
 - 8f Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.
 - 8g Engaging critically with research and using evidence to critique practice.
- Manage workload and wellbeing, by:
 - 8p Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.
 - 8q Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).
 - 8r Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.

NQTs will also have received coaching support to reflect on and develop their application of the framework content and school input as needed.

This clinic follows directly from the content discussed in Conference 2 which highlighted the importance of engaging in high-quality, evidence informed, professional development in order to develop and improve teaching practice. Teachers reflected on the progress they have made so far on the programme and began to consider areas of their practice for further development. They were encouraged to view implementing change in their practice as an ongoing process rather than a single event and introduced to the EEF guidance on implementing change.

Teachers looked in detail at the Explore phase of the EEF guidance and applied it to their own practice, identifying areas of their practice they wished to develop further in order to improve pupils' outcomes. In this clinic we follow up on this work by focusing on the Prepare phase of implementation in greater detail.

Teachers select one area of their practice where they will implement change. They develop their understanding of active ingredients as the essential principles and practices that underpin a strategy or approach before considering the strategy or approach they will trial to develop their practice and identifying their desired outcomes.

SUGGESTED THREAD AND ACTIVITIES

1-10 minutes: Welcome and recap Clinic

You might use this time to introduce yourself, welcome teachers and set up the norms for the session. This time could also be used to provide a recap and retrieval of previously taught content relevant to the session, for example, Clinic 5 which considers teacher well-being.

10-30 minutes: What is pupil wellbeing?

- 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

This section is intended to introduce why pupil wellbeing is essential for their academic success. This time can be used to introduce or recap which policies have been put in place in schools to support this, covering areas such as pupil safety, child protection and safety online.

It might also develop understanding of a framework which defines the term wellbeing and enables teachers to understand wellbeing as being able to cope with social, physical and psychological demands placed on pupils through building and sustaining a predictable and secure environment for learning to take place. Time can then be spent considering the impact that lack of wellbeing can have on their pupils' capacity to learn.

Potential further reading [here](#) and [here](#).

30-45 minutes: How can pupil wellbeing be considered in the classroom?

- 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 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.
- 5.5 Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
- 7.2 A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

Develop an understanding of different pupil needs, by:

- 5c Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead.

Group pupils effectively, by:

- 5m Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.
- 5n Changing groups regularly, avoiding the perception that groups are fixed.

Build effective working relationships, by:

- 8i Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching.

This section can be used to consider how pupils are grouped within a class and how this impacts pupils' motivation and engagement. This time should consider how groupings/seating plans might affect pupil attainment, behaviour and motivation.

Time can also be spent considering what support is put in place, particularly for any special educational needs of low attaining pupils, whilst maintaining high academic expectations for all pupils providing them access to a rich curriculum.

Additionally, this section could also include opportunities for teachers to reflect on their own current classes and what amendments could be made to their groupings or provision of support.

Potential further reading [here](#), [here](#) and [here](#).

45-80: Who else can help to support pupil wellbeing?

- 8.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
- 8.6 SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.

Communicate a belief in the academic potential of all pupils, by:

- 1d Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.

Build effective working relationships, by:

- 8f Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.
- 8h Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
- 8l Knowing who to contact with any safeguarding concerns.

This time could be used to consider the importance of a relationship with parents and carers when considering pupils' wellbeing. This section can look at the role that parents can play in their child's academic success, and how to engage with families to support pupils.

The role of the school SENCO, DSL and pastoral leaders can also be discussed as a place of valuable expertise and knowledge, as they can provide additional information about pupils and can help to make explicit links between interventions both inside and outside of the classroom.

This section could also be used to identify a pupil who could be supported more in the classroom and then plan what contact could be made to parents/carers/SENCO etc so that further provision can be put in place for this pupil.

Potential further reading [here](#) and [here](#).

80-90 minutes: Action planning and next steps

This section is to provide teachers with time to consolidate and reflect on the learning from the Clinic. Teachers could be encouraged to identify specific steps they will take next to implement their learning.

ECF 'LEARN THAT...' COVERED

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SESSION PREPARATION AND LOGISTICS

AREA	REQUIREMENTS
Session type and length	1.5-hour clinic
Groupings	Suggested 8-15 teachers
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	<ul style="list-style-type: none"> - PowerPoint/presentation materials - Example materials as needed
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> - Facilitators should prepare resources, exemplifications and gather materials for the session. - Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly.