



EARLY CAREER FRAMEWORK

SESSION OUTLINE | CLINIC 10

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

OUTCOMES
<ul style="list-style-type: none">> Identify a specific strategy or approach they will use to implement change and articulate the desired outcomes.> Understand the importance of engaging criticality with research and discussing evidence with colleagues to identify the 'active ingredients' of the strategy or approach they will use.> Plan how they will implement the strategy or approach they have selected.> Learn that implementing change is a learning process and it is important that we monitor the impact of new strategies and practices.> Review the impact that implementing this change would have on workload and wellbeing both positive and negative.

THE BIGGER PICTURE

This is the tenth clinic. Clinics occur roughly once every 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 session follows on 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 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 pupil's outcomes.

Teachers built upon this work in Clinic 8 by focusing on the **Prepare** phase of implementation in greater detail selecting one area of their practice where they will implement change. They developed their understanding of active ingredients as the essential principles and practices that underpin a strategy or approach. They then considered the strategies or approaches they could trial to develop their practice and identified their desired outcomes.

In this session we focus on the **Deliver** phase of the EEF implementation guidance where teachers will select one strategy or approach they wish to implement to change or develop their classroom practice. They will then identify the 'active ingredients' or essential principles and practices that underpin that strategy or approach engaging critically with research and discussing evidence with colleagues in order to do so. They will then plan how they will implement the strategy or approach they have selected, including identifying key groups or individuals they will need to engage and where they can find models of good practice. Participants will refine their desired outcomes before identifying success criteria for the implementation process and setting a review point as part of the delivery phase. They could also identify where they will seek challenge, feedback and critique from their mentor and/other colleagues as part of this review process.

SUGGESTED THREAD AND ACTIVITIES

1-10 minutes: Welcome and Recap

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.

10-30 minutes: Selecting your strategy or approach

Develop as a professional, by:

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

This time could be used as an opportunity for teachers to reflect on progress they have made, recognising strengths and weaknesses of the different strategies or approaches they have considered in order to solve the problem they have identified and develop their practice further.

Teachers could share their strategy or approach in pairs/groups and discuss how they have decided on this strategy or approach, recognising how this strategy will help them to address the area of weakness they identified through reflection. They might also share any research and evidence they have engaged critically with which has helped them to reach this decision.

Potential further reading and resources could be found [here](#) and [here](#) or by accessing and searching the main EEF website [here](#).

30-50 minutes: Identifying the active ingredients

Develop as a professional, by:

- 8b Strengthening pedagogical and subject knowledge by participating in wider networks.
- 8d Engaging critically with research and discussing evidence with colleagues

Manage workload and wellbeing, by:

- 8o Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

Once teachers have identified a specific strategy or approach they will use, this time could be used to revisit the term 'active ingredients', identifying the essential principles and practices that need to be adopted with fidelity for this strategy or approach. If they have it available they should also analyse the theory and research which underpins their strategy or approach, knowing this will help them to understand exactly how, when, what and why this strategy or approach could work in their context. Teachers could also be supported to identify the activities and behaviours they will need to implement and be able to observe when they introduce this strategy or approach. For example, if they were to implement retrieval practice to improve memory, you would expect to see within a medium-term plan including what knowledge would be retrieved, when it would be retrieved and how it would be sequenced to connect previous learning to new learning. Knowing the active ingredients helps to structure, communicate and monitor the implementation of the strategy or approach effectively.

Potential further reading on active ingredients can be found [here](#) and [here](#), Marking and Feedback [here](#), Behaviour [here](#), Formative assessment [here](#), Retrieval practice [here](#)

50-80 minutes: Preparing for delivery

Develop as a professional, by:

- 8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8e Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This section could be used to help teachers prepare to deliver and implement their strategy or approach. Teachers should be encouraged to reflect on policies, practice and routines already in place in their context and consider how they can implement change with fidelity to the active ingredients but while maintaining their responsibility in supporting the wider school community. They could also take time to identify individuals and groups impacted by their proposed changes in behaviour and practice and consider how they could be engaged and communicated with. For example, if they wish to introduce a new routine, they might plan the routine and how this would be introduced to pupils.

Having identified the activities and behaviours they will need to implement their strategy or approach they could begin planning these. Teachers should also be encouraged to identify specific desired outcomes and clarify what they will be able to observe if their new strategy or approach has been successful. They could also consider identifying how they will seek challenge, feedback and critique from mentors and other colleagues, this could be by identifying a specific individual who could support in this role and help them to monitor the impact of their implementation.

Potential further reading can be found in the EEF implementation guidance [here](#), this information on metacognition and self-regulation which focuses on students may also be useful in helping teachers to plan and monitor their practice [here](#).

80-90 minutes: Action planning and next steps

Manage workload and wellbeing, by:

- 8p Protecting time for rest and recovery.
- 8o Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

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 ensuring that the actions they plan to take do not impede their time for rest and recovery. This may include collaborating with colleagues and seeking out examples of relevant good practice within their context which they can use as models to implement their strategy or approach or sharing their delivery plan with a colleague to seek challenge, feedback and critique to inform their review process.

The EEF main website [here](#) could be shared as an ever-expanding source of evidence-informed guidance for developing pedagogical and subject knowledge.

ECF 'LEARN THAT...' COVERED

N/a

ECF 'LEARN HOW TO...' COVERED

Develop as a professional, by:

- > 8b Strengthening pedagogical and subject knowledge by participating in wider networks.
- > 8c Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- > 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.

Manage workload and wellbeing, by:

- > 8o Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
- > 8p Protecting time for rest and recovery.

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	– PowerPoint/presentation materials
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.