

# TRAINING SESSION OUTLINES

## Block 6: A people profession

### Overview

- The ECF statements covered by the training sessions in this Block are shown in the table.
- These sessions are complemented by and draw on the self-directed study materials and mentor sessions.

In these training sessions, ECTs will:

| Learn that  |
|---|
| 1.5 A culture of mutual trust and respect supports effective relationships  |
| 1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds |
| 7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure                         |
| 8.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success       |

| Learn how to   |
|--|
| <b>Communicate a belief in the academic potential of all pupils, by:</b>   |
| 1d Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)   |
| <b>Build trusting relationships, by:</b>   |
| 7k Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations |
| 7n Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school                                     |
| <b>Build effective working relationships, by:</b>  |
| 8h Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling                          |

## Session summary

The training sessions for this Block are:

| Session | Content  | Duration | ECF statements covered |
|---------|--|----------|------------------------|
| 6.1     | Building effective relationships with parents, carers and families | 1 hour   | 8.4, 1d, 7k, 8h        |
| 6.2     | Building trusting relationships with pupils                        | 1 hour   | 1.5, 1.6, 7.7, 7n      |

## Training Session 6.1

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

- 8.4 Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success

**Learn how to:**

**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)

**Build trusting relationships, by:**

- 7k Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations

**Build effective working relationships, by:**

- 8h Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling

|  |  |
|--|--|
| <b>Duration</b>                                      | One hour   |
| <b>Suggested pre-session activity for ECTs</b>       | ECTs should bring their MAT, school or department home-school communication policy to refer to in this session.  |
| <b>To prepare for this session, trainers should:</b> | <ul style="list-style-type: none"> <li>• Read the self-directed study materials for the Block.</li> <li>• Be aware that ECTs may have had some difficult experiences with parents, carers or families over the year. The conversations in this session may be challenging for some and/or could degenerate into negativity; trainers should be sensitive and focus discussions on positive experiences, seeking solutions and avoiding apportioning blame to parents and carers.</li> <li>• Consider grouping ECTs in subject or phase groups for discussions in the session.</li> <li>• This session is an excellent opportunity for ECTs to learn from each other by sharing experiences from different schools. Trainers should support this, while challenging appropriately if examples shared are unlikely to be effective.</li> </ul> |

|   | <p>To run the session as suggested below, trainers should prepare statements about engagement of parents, carers and families for the first part of the session. Trainers may also wish to use the video clip of a teacher discussing how they prepare for parents' evenings from the self-directed study materials (Activity 6.2).</p> |   |  |
|---|---|---|--|
| Activities  | ECF statements  | Suggested materials   |  |
| <p><b>Building effective relationships with parents, carers and families (10 minutes)</b></p> <p>To start the session, ask ECTs to share their experiences of liaising with the parents, carers and families of the children they teach. One way to start a discussion is to have a series of statements for ECTs to sort into groups such as 'agree', 'disagree' or 'depends.' This could be done by sorting the statements, or by voting on each. Statements could include:</p> <ul style="list-style-type: none"> <li>• Engagement of parents, carers and families in their children's education can improve learning outcomes.</li> <li>• Engagement of parents, carers and families in their children's education can improve pupils' motivation.</li> <li>• Parents/carers know best how their children learn.</li> <li>• Parents/carers have the right to know every time their child misbehaves.</li> <li>• Parents/carers should be able to talk to each teacher of their child individually, outside parents' evenings.</li> <li>• Parents/carers should help children with their homework.</li> <li>• Parents/carers who were less successful at school are less likely to engage in their children's learning.</li> <li>• Teachers should be able to telephone parents/carers with success stories whenever appropriate.</li> <li>• Teachers should let parents/carers know what their child is going to be learning.</li> <li>• Teachers should tell parents/carers how they can help with their homework.</li> </ul> <p>While this is a discussion task, it is important to clarify where there are misunderstandings or misconceptions around any of the statements before moving on. Trainers should reinforce to ECTs that seeking opportunities to engage parents and carers in the education of their children can help teachers to:</p> | 8.4   | Statements about liaising with parents, carers and families |  |

|   |         |  |
|---|---------|--|
| <ul style="list-style-type: none"> <li>• Communicate a belief in the academic potential of all pupils</li> <li>• Understand pupils' individual circumstances</li> <li>• Ensure high behavioural and academic expectations are met.</li> </ul> <p>Therefore, they should consider how best to do this for the pupils they teach. Strategies will be explored in the rest of the session.</p>   |         |  |
| <p><b>What can you learn from liaising with parents, carers and families? (15 minutes)</b></p> <p>Share the following example with the group:</p> <div data-bbox="107 686 1411 1133" style="border: 1px solid black; padding: 5px;"> <p>Mr Symons: Hello?</p> <p>Teacher: Hello Mr Symons, I am just calling after our chat a couple of weeks ago to tell you about how well Raeshad has been doing in his numeracy work and how much improvement I have seen since our last conversation.</p> <p>Mr Symons: Really?</p> <p>Teacher: I have been so impressed with the effort he has been putting in. The class did a short quiz today and Raeshad showed that his understanding has really improved.</p> <p>Mr Symons: Oh that's good because he doesn't enjoy numeracy. He has never enjoyed it.</p> <p>Teacher: That is interesting. Can you tell me a bit more? Why do you think he doesn't like it?</p> </div> <p>Ask the group to discuss:</p> <ul style="list-style-type: none"> <li>• What can be gained from being proactive and contacting home?</li> <li>• What can the teacher learn here?</li> <li>• What other questions could the teacher ask?</li> <li>• What impact will building an ongoing relationship with parents/carers have?</li> </ul> | 8.4, 7k |  |

|   |    |  |
|---|----|--|
| <p>By now, ECTs should have had a range of experiences of working with pupils' parents, carers and families. Some of these will have gone well and some may have been less successful. To start the session, ECTs could share what has gone well, explaining in small groups how building positive relationships with parents, carers and families has helped them to better understand pupils' individual circumstances and barriers to learning. They should consider how they have used the information to adapt their teaching for individual pupils' needs, and what the outcomes were of this in supporting pupils' learning. Also look to highlight examples where ECTs were proactive in liaising with parents.</p> |    |  |
| <p><b>Seeking opportunities to engage parents, carers and families (15 minutes)</b></p> <p>One way that teachers can engage parents, carers and families in their children's learning is by sharing successes. ECTs could review their MAT, school or department home-school communication policies to identify the ways in which they are supported to share successes with parents, carers and families. ECTs will have different experiences of sharing successes, so they could discuss in small groups in order to each identify one new approach they can try, bearing in mind that approaches must align with their MAT, school or department home-school communication policy.</p>                                  | 1d | ECTs may find it useful to refer to their MAT, school or department home-school communication policy in this session |

|   |    |   |
|---|----|---|
| <p><b>Making effective use of parents' evenings (15 minutes)</b></p> <p>By now, most ECTs will have experienced a parents' evening or similar formalised parent-school engagement. Together they could share effective methods for dealing with these activities, and devise a list of ten tips for new teachers to help them make the best use of these opportunities. The video clip from the self-directed study materials (Activity 6.2) could be used here as a prompt.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> <li>• Don't save surprises for parents evening: if pupils have been doing less well than expected, their parents/carers should already know this.</li> <li>• Plan what you are going to say, for example: what have you been teaching, what is each pupil's key progress or attainment, what are their strengths, what can they improve, what questions do the parents/carers have?</li> <li>• Have pupils' books or samples of work ready to look at.</li> <li>• Keep photos of pupils to remind you of them, especially if they don't attend the parents' evening.</li> <li>• Smile and shake hands with each parent/carer as they arrive.</li> <li>• Stay polite throughout.</li> <li>• Apologise that you only have five/ten minutes to talk and stick to timing so that you don't build up a queue.</li> <li>• Start off with a positive, and use praise where you can.</li> <li>• Ask a colleague to sit in on particular conversations if you are worried about how they will go.</li> <li>• If a parent/carer asks question that you can't answer or raises a concern that you are unsure how to deal with, make a note of this and follow up tomorrow.</li> </ul> | 8h | Self-directed study materials<br>Activity 6.2: video clip of teachers explaining how they prepare for parents' evenings |
| <p><b>Planning for action (5 minutes)</b></p> <p>Finally, ECTs should note the two or three key actions they are going to take from this session and prepare to share these with their mentor.</p>  |    |   |

## Training Session 6.2

The intended outcomes of this session are for Early Career Teachers to:

**Learn that:**

- 1.5 A culture of mutual trust and respect supports effective relationships
- 1.6 High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds
- 7.7 Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure

**Learn how to:**

**Motivate pupils, by:**

- 7n Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school

|  |   |
|--|---|
| <b>Duration</b>                                      | One hour  |
| <b>Suggested pre-session activity for ECTs</b>       | As part of their mentor sessions, ECTs should have collected some pupil voice data about how pupils characterise effective relationships with teachers. This could be used in this session.   |
| <b>To prepare for this session, trainers should:</b> | <ul style="list-style-type: none"> <li>• Read the self-directed study materials for the Block.</li> <li>• Be aware that ECTs are likely to have had some difficult experiences with pupils over the year. The conversations in this session may be challenging for some and/or could degenerate into negativity; trainers should be sensitive and focus discussions on positive experiences.</li> <li>• Consider grouping ECTs in subject or phase groups for discussions in the session.</li> <li>• Depending on the timing of this session, some ECTs may have already discussed with their mentors what they have learned about building positive relationships with pupils, and observed a colleague to identify strategies for this. At the start of the session, therefore, trainers may wish to find out whether or not these conversations with mentors have taken place and divide or manage the group accordingly, as described below.</li> <li>• Prepare, if needed, a summary of research on pupils' views of effective relationships with teachers.</li> </ul> |

| Activities  | ECF statements | Suggested materials  |
|---|----------------|--|
| <p><b>Effective relationships with pupils (15 minutes)</b></p> <p>To start the session, ECTs should identify the characteristics of effective relationships with pupils.</p> <p>To do this, they could write down three words that characterise effective relationships of a teacher with their pupils, firstly from their perspective as a teacher, and then consider whether and how those characteristics might differ from the perspective of a pupil. If ECTs have carried out the pre-session activity, they could share their findings from this here.</p> <p>If the pre-session activity is not available, a summary of research evidence about this could be used instead. It would be particularly useful to refer to:</p> <p style="padding-left: 40px;">Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., &amp; van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, &amp; C. Weinstein (Eds.). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge.</p> <p>Key characteristics to draw out of the discussion might include terms such as: predictable, reliable, trustworthy, respectful, positive, encouraging, understanding and patient.</p> | 1.5            | <p>ECTs' findings from the pre-session activity</p> <p>Summary of research on pupils' views of effective relationships with teachers</p> |
| <p><b>The effect of teaching on pupils' life chances (15 minutes)</b></p> <p>Even at this early stage of their careers, ECTs will likely have numerous positive experiences of influencing pupils' learning. As part of this session, they should be reminded that when their teaching is high quality it can have a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. Therefore the efforts they put into planning and teaching can make a real difference to young people's lives. This is an opportunity to for them to remember the moral purpose of teaching and a likely reason why they joined the profession.</p> <p>ECTs could share in small groups one or two positive experiences of influencing pupils' learning: occasions when they felt that they had 'made a difference'. This might have occurred through, e.g.:</p>   | 1.6            |  |

|   |     |  |
|---|-----|--|
| <ul style="list-style-type: none"> <li>• Providing additional support to a pupil with special educational needs or a disability</li> <li>• Using exposition and questioning to break down complex concepts in a way that was understood by the pupils</li> <li>• Spending more or less time on a topic in order to support the whole class</li> <li>• Talking to individual pupils about their long-term goals.</li> </ul> <p>They should identify the actions they took in adapting their teaching to these pupils, and how this contributed to building a more effective relationship with the pupils.</p>  |     |  |
| <p><b>Pupils’ prior experiences and perceptions of success and failure (15 minutes)</b></p> <p>Ask ECTs to identify occasions in their own learning when they found their learning was influenced by:</p> <ul style="list-style-type: none"> <li>• a negative prior experience or perception</li> <li>• a positive prior experience or perception.</li> </ul> <p>For example, ECTs might share how they themselves did badly in an activity at school, such as a physical exercise or mathematics, and then felt reluctant to participate in that type of activity again. Then they might share how they once had success, such as when speaking a foreign language or cooking a meal, and then felt confident about engaging in that type of activity again.</p> <p>ECTs should consider how these experiences are also felt by pupils in both the long- and short-term. Thinking back over the year, such as their learning about feedback in Block 3, they could reflect on:</p> <ul style="list-style-type: none"> <li>• The balance of positive and negative feedback they give to pupils</li> <li>• The ways in which this has influenced pupils’ investment in their learning</li> <li>• Strategies they can use to give early or more successes to pupils, especially those who arrive in their class or subject with previous negative experiences of learning.</li> </ul> <p>Share the following example to support ECTs:</p> | 7.7 |  |

|   |    |  |
|---|----|--|
| <p>Clara starts Year 5 with Mr Stevens and declares often that she is ‘no good at English’. Every time Mr Stevens teaches English to the class, Clara visibly switches off and sometimes messes around.</p> <p>Mr Stevens decides to approach this by calling home to find out a bit more. He learns that Clara believes that she is rubbish at English and has always struggled with reading. After getting a bad mark in Year 4 for a piece of work she worked hard on, she has decided it is better not to try. Together with her parents, he agrees an action plan:</p> <ul style="list-style-type: none"> <li>• Together they will have a brief chat with Clara about English work.</li> <li>• The librarian will help Clara find a book she is interested in.</li> <li>• Her parents will read with her for 10 minutes in the evening and discuss what she has read.</li> <li>• Mr Stevens will provide scaffolding for the next task and make this available to the whole class. He will praise the effort Clara puts in to this work and help her have success in the task.</li> </ul>  |    |  |
| <p><b>Providing opportunities for pupils to articulate their long-term goals (10 minutes)</b></p> <p>One way for teachers to support pupils to think more positively about their learning is to help them articulate their long-term goals and see how these are related to their success in school.</p> <p>ECTs could discuss in small groups how they can achieve this in relation to the pupils they teach. This will look different for different age groups and phases. Some strategies ECTs might try include:</p> <ul style="list-style-type: none"> <li>• Sharing pictures or short video clips of adults in different roles and asking pupils which they would like to be</li> <li>• Asking pupils (individuals or groups) what they want to study at university</li> <li>• Asking pupils (individuals or groups) what job they would like to do.</li> </ul> <p>For each idea, ECTs should be encouraged to describe how the knowledge and skills they teach are relevant to pupils achieving these goals.</p> <p>ECTs should plan an occasion in the coming weeks or months when they can try this with a class or group of pupils.</p> | 7n |  |

Planning for action (5 minutes)

Finally, ECTs should note the two or three key actions they are going to take from this session and prepare to share these with their mentor.