

Summary Module Guide

Module 2: Engaging pupils in learning

Use this summary module guide to:

- understand how this module fits within the ECF overall
- understand how each session fits within this module
- inform decisions about how to sequence sessions in your context
- plan and prepare effectively for each session

Using the module guide

This guide sets out the contents of the module, week by week, including the ECT self-directed study sessions, mentor meetings and ECT Training sessions. Most weeks contain two sessions. The following information is provided for each session:

	Self-directed study – with references to ECF statements addressed in the session (these are mostly ‘learn that...’ statements)	ECT mentor meeting – with references to ECF statements addressed in the session (these are mostly ‘learn how to...’ statements)
Prepare	The first row under the header of each table refers to any preparatory activity needed for the self-directed study session.	The first row under the header of each table refers to any preparatory activity needed for the ECT mentor meeting.
Contents	The second row contains a summary of the main elements of the self-directed study session.	The second row contains a summary of the main elements of the ECT mentor meeting.

Module overview

Module 2 of the ECF addresses Teachers' Standard 2: Promote good progress and Teachers' Standard 3: Demonstrate good subject and curriculum knowledge. The topics within this module are:

1. Completion of Module 2 audit
2. Prior knowledge, memory and misconceptions
3. Literacy and learning
4. Consolidation of learning
5. Curriculum and subject knowledge
6. Subject knowledge and key concepts
7. Review of Module 2 audit

The module begins with a self-assessment audit against Module 2 ECF content. Through this module you will consider the processes involved in pupils' learning, exploring the role of prior knowledge in creating new learning through the coordination of working and long-term memory, and how lesson content can be organised to support this activity. You will examine in particular the way in which learning processes can sometimes give rise to misconceptions, and how misconceptions can be recognised and addressed. You will also consider techniques for consolidating learning and how to sequence lessons within the curriculum to build secure knowledge on the basis of foundational concepts. You will work with your mentor to extend your understanding and practice through a range of learning activities, with opportunities to consider research on learning processes, and use this to evaluate your own approaches to supporting pupil learning. This will lead to the practical application of theory to your practice, applying new and refining existing approaches in the classroom. There will be opportunities for both collaborative and individual planning, reflection and evaluation, through which you will further develop your practice. The module concludes with a review of progress since the opening audit.

This module is 7 weeks long. Within the sequence of this programme, the module is designed to be run in the second autumn half-term of year 1 of the programme.

Week 1: Module audit

ECT training: 2 hours (2.1, 3.1, 3.2, 3.5, 3a, 3d)

Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.

This session acts as an introduction to the whole module, so refers broadly to many of the ECF standards. In particular, the focus is on three broad themes: curriculum, knowledge and learning.

ECT mentor meeting

ECT to bring supporting evidence to the session. See session plan for details.

ECT to provide a copy of Module 2 ECT audit for completion.

ECT and mentor to agree whether audit is completed in advance or during the session.

Mentee **reflection and self-assessment** against module audit.

Mentor and mentee **analyse artefacts** from mentee's teaching practice in relation to self-assessment.

Mentor and mentee **action planning** to agree focus for module and how to use module audit as a means of charting progress across the module.

Week 2: Prior knowledge, memory and misconceptions

Self-directed study (2.1 to 2.6 ,3.4, 3.5)

There is no specific preparation required for this session.

Practical activity / independent planning to develop strategies to support coordination of working and long-term memory for a coming lesson.

Mentor meeting (2a to 2g, 3e)

ECT to bring planning from self-study session this week.

Mentor to bring examples of ways of identifying misconceptions conducted with one or more groups.

Collaborative planning to review strategies drafted in self-directed study.

Discussion on identifying and dealing with misconceptions.

Week 3: Literacy and learning

Self-directed study (3.9, 3.10, 3m to 3s)

ECT to identify one aspect of literacy development to focus on in these sessions.

Reflect on current practice in supporting literacy development.

Discuss with / **observe** a colleague with expertise in literacy development.

ECT mentor meeting (3.10, 3o to 3r)

ECT to bring reflections from self-study session this week and subsequent discussion / observation.

Discussion of observation / dialogue with colleague.

Collaborative planning of lesson content to support selected aspect of literacy development.

Week 4: Consolidation of learning

Self-directed study (2.5, 2.7, 2.8, 2.9, 3.3)

There is no specific preparation required for this session.

Reflect on current practice in supporting consolidation of learning.

Practical activity / independent planning to develop strategies to support consolidation in a coming lesson.

ECT mentor meeting (2h to 2k, 3f, 3i, 3j)

ECT to bring planning from self-study session this week.

Mentor to bring examples of ways of supporting consolidation conducted with one or more groups.

Discussion on ways of consolidating memory.

Collaborative planning / sharing of practice to review strategies drafted in self-directed study.

Reflect on application to practice.

Week 5: Curriculum and subject knowledge

Self-directed study (3.1, 3.2, 3.6, 3.7, 3.8)

There is no specific preparation required for this session.

ECT mentor meeting (3d, 3g, 3h, 3l)

ECT to bring planning from self-study session this week.

Reflect on values regarding education.

Independent planning to identify key aspects of subject knowledge / sequence of content in selected topic.

Independent planning to develop approach to promoting thinking critically / transfer of learning within planned sequence.

Mentor and mentee **analyse artefacts** from mentee's topic plan.

Collaborative planning of lesson content to support selected topic.

Week 6: Subject knowledge and key concepts

Self-directed study

There is no self-directed study this week.

ECT mentor meeting (3a, 3b, 3c, 3k)

ECT and mentor to agree on area of subject knowledge / curriculum to focus on in this session.

N/A

Discussion on why chosen area 'really matters'.

Practical activity identifying activities and explanations that support understanding of chosen area.

Collaborative planning of curriculum sequence.

Week 7: The role of powerful disciplinary knowledge

Review of Module 2 audit

Online learning community: 1 hour (3a, 3b, 3c, 3k)

Facilitators will need to familiarise themselves with the Summary Module Guide, training session outline and ECT materials, as appropriate.

ECT mentor meeting (2a, 2h to 2k, 3a to 3d, 3f to 3l)

ECT to bring Module 2 audit completed in Week 1.

The role of powerful, disciplinary knowledge.

Discussion with mentor of conscious competence model.

Self-assessment of progress in each sub-group of 'learn how to' statements.

Collaborative planning of future goals regarding module content.

Optional further reading

The Early Career Framework draws on the best available evidence from the UK and overseas. The Research and Practice Summaries that frame each session in this module are rooted in the evidence base of the Early Career Framework, synthesising findings across the literature and presenting these in clearly actionable strategies for practical application in the classroom. If you wish to extend your reading around the content covered in this module by referring to original, foundational sources, you are encouraged to begin with the references below. These are drawn from the wider references listed in the Early Career Framework itself.

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) *What makes great teaching. Review of the underpinning research*. Durham University: UK. Accessible from: <http://bit.ly/2OvmvKO>

Deans for Impact (2015) *The Science of Learning*. Accessible from: <https://deansforimpact.org/resources/the-science-of-learning/>

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, Supplement*, 14(1), 4–58. Accessible from: <https://doi.org/10.1177/1529100612453266>

Education Endowment Foundation (2018) *Improving Secondary Science Guidance Report*. Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213-233. Accessible from: <https://link.springer.com/article/10.1007/s11412-018-9277-y>

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. Accessible from: <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Shanahan, T. (2005) *The National Reading Panel Report: Practical Advice for Teachers*. Accessible from: <https://files.eric.ed.gov/fulltext/ED489535.pdf>

Sweller, J. (2016) Working Memory, Long-term Memory, and Instructional Design. *Journal of Applied Research in Memory and Cognition*, 5(4), 360–367. Accessible from: <http://doi.org/10.1016/j.jarmac.2015.12.002> (subscription required to access full article)

Sweller, J., van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. *Educational Psychology Review*, 10(3), 251–296. Accessible from: <https://doi.org/10.1023/A:1022193728205> (subscription required to access full article)