

Summary Module Guide

Module 3: Developing Quality Pedagogy

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. 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 3 of the ECF addresses Teachers' Standard 4: Plan and teach well structured lessons and Standard 5: Adapt teaching. The topics within this module are:

1. Completion of Module 3 audit
2. Implementing effective modelling
3. Introducing new material in steps using exposition and questioning
4. Modelling metacognitive strategies including through homework
5. Developing high quality classroom talk
6. Reviewing the learning for Standard 4
7. Understanding the role of key professionals in meeting the needs of all learners
8. Using grouping to support specific needs
9. Building on pupils' prior knowledge through formative assessment
10. Making new concepts accessible through targeted support
11. Meeting individual needs and balancing workload
12. Reviewing the learning from Standard 5

The module begins with a self-assessment audit against Module 3 ECF content. Through this module you will consider the fundamental principles of planning well-structured lessons to ensure that you meet the needs of all learners, and how to adapt your teaching to ensure that pupils don't get left behind. You will work with your mentor to extend your understanding and practice through a range of learning activities, with opportunities to consider research on how to structure lessons and adapt your teaching including using modelling and scaffolding, as well as developing metacognition in pupils. You will use this to evaluate your own approaches to ensuring that pupils can build on prior knowledge and address misconceptions before they become a barrier to 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. This module is 12 weeks long. Within the sequence of this programme, the module is designed to be run in the spring term of Year 1 of the programme.

Week 1: Module audit

ECT training: 2 hours (4.6, 4.8, 4d, 4l, 4m, 4n)

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

ECT mentor meeting

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

ECT to provide a copy of Module 3 ECT audit for completion.

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

This session focuses on the ways in which grouping pupils carefully can support pupil attainment, behaviour and motivation, if used carefully.

Mentee **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 audit as a means of charting progress across the module.

Week 2: Implementing effective modelling

Self-directed study (4.1, 4.3, 4.4, 3.10, 3s)

There is no specific preparation required for this session.

Mentor meeting (4a, 4b, 4c, 4d, 4e)

ECT to bring planning from self-study this week.

Self-assessment on curriculum area.

Independent planning to deliver new material, with a focus on scaffolding and modelling.

Analyse artefacts to work on plan developed by ECT for using modelling.

Discussion with mentor about use of modelling and scaffolding.

Rehearsal of using and gradually withdrawing scaffolding.

Reflection on ECT's developing skills in modelling.

Week 3: Introducing new material in steps using exposition and questioning

Self-directed study (4.2, 4.6, 4.8, 4g, 4h)

There is an option to **observe a colleague** following this session.

Reflection/self-assessment on current use of exposition and questioning.

Independent planning to develop use of exposition and questioning.

OR

Observe a colleague to see skilled exposition and questioning.

ECT mentor meeting (4f, 4g, 4h, 4m, 4n)

ECT to bring planning from self-study this week, or findings from observing a colleague.

Analyse an artefact, the mentee's lesson plan or notes from their observation of an expert colleague.

Sharing of practice about effective use of exposition and questioning, especially to introduce new material.

Collaborative planning to refine or create a lesson plan, to practise introducing new material and abstract concepts.

Week 4: Modelling metacognitive strategies

Self-directed study (4.1, 4.5, 4.11)

There is no specific preparation required for this session.

Self-assessment of current use of metacognition and homework.

Scripting so that you make your thinking process explicit.

Practical activity to create a worked example for homework, to allow pupils to scaffold their thinking.

Analyse artefact to identify quality of practice in setting of homework, focussing on metacognition and range of strategies.

ECT mentor meeting (4d, 4i, 4j, 4k)

ECT to bring planning and/or reflective task from self-study this week.

Analyse artefacts i.e. the homework or the script they have prepared in their self-directed study.

Rehearsal of how they model thought processes, memorable steps and avoiding pitfalls.

Self-assessment of how their confidence to model metacognition and self-regulation has changed.

Week 5: Developing high quality classroom talk

Self-directed study (4.7, 4.9, 4.10)

ECT to identify and arrange to speak to a colleague with expertise in using different pupil groupings effectively.

Self-assessment to consider quality of current practice in grouping pupils.

Independent planning for different groupings in a particular lesson to promote effective talk.

ECT mentor meeting (4l, 4o, 4p)

ECT to bring planning and/or reflective task from self-study this week, and findings from discussion with a colleague.

Sharing of practice about use of groupings to aid classroom talk.

Collaborative planning to trial new techniques.

Week 6: Reviewing the learning for Standard 4

Online learning community: 1 hour (4.9, 4.10, 4o)

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

This session focuses on practice being an integral part of teaching, and, questioning as an essential tool for teachers.

ECT mentor meeting

ECT to bring learning log, audit for Standard 4, and any materials which will help inform discussion around areas of progress and for further development.

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.

Week 7: Understanding the role of key professionals in helping to meet the needs of all learners

ECT training: 2 hours (5.1, 5.2, 5.7, 5a, 5c, 5d, 5g)

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

This session focuses on the ways adaptive teaching supports pupils, including those with special educational needs and disabilities, to succeed. The importance of working with other professionals alongside parents and carers is addressed.

ECT mentor meeting (5a, 5c, 5d, 5g)

You will need a copy of the SEND Code of Practice for this session.

Rehearsal of a planned meeting with a specialist colleague.

Sharing of practice of how the mentor addresses specific learning needs.

Analysing an artefact Parts of the SEND Code of Practice.

Action planning how best to cooperate with a TA.

Week 8: Using grouping to support specific needs

Self-study session (4.9, 5.1, 5.2, 5.5, 5.7)

There is no specific preparation required for this session.

Self-assessment around how well you know your pupils' needs and how to adapt to them.

Practical activity in relation to how you can use different pupil groupings and adaptive teaching to support pupils with specific needs.

ECT mentor meeting (5m, 5n, 5o)

ECT to bring Learning Log with planned changes to grouping practice.

Action planning in relation to how you can use different pupil groupings and adaptive teaching to support pupils with specific needs.

Sharing of practice to introduce further challenge and practical strategies for ensuring high expectations within collaborative learning.

Week 9: Building on pupils' prior knowledge through formative assessment

Self-study session (5.1, 5.2, 5.7)

There is no specific preparation required for this session.

ECT mentor meeting (5b, 5e, 5k)

ECT to bring scripted lesson plan to share and discuss.

Action planning with 3 pupils in mind.

Scripting 4 sections of a lesson to build on the pupils' prior knowledge.

Rehearsal of how to use chosen method of formative assessment to build on prior knowledge.

Discuss with mentor ways of building on prior knowledge through formative assessment.

Rehearsal of their improved scripts for using formative assessment approaches to build upon prior knowledge.

Week 10: Making new concepts accessible through targeted support

Self-study session (5.3, 5.4, 5.5, 5.6)

There is no specific preparation required for this session.

ECT mentor meeting (5f, 5h, 5l)

ECT should have recorded, or arranged for the mentor to observe, part of their lesson focussing on adapting teaching to provide targeted support. They should also bring an example of a lesson plan, resources or pupils' books to discuss how it has been used to adapt teaching in a lesson.

Analysis of artefact locating a single rich resource such as a textbook or online animation that can be adapted for use with all pupils.

Independent planning of a lesson to be recorded or observed.

Observation by a colleague (or video of the lesson, or annotate a lesson plan).

Discuss with mentor the lesson you viewed where the teacher targeted their support without artificially creating extra resources.

Action Planning a small number of areas to focus on improving the mentee's practice.

Week 11: Meeting individual needs and balancing workload

Self-study session (5.3, 5.4, 5h, 5i, 5j)

There is no specific preparation required for this session.

Analyse artefact/reflect by studying scheme of learning to identify upcoming potential misconceptions.

Action planning to address these potential misconceptions and issues of efficient workload.

ECT mentor meeting (5h, 5i, 5j)

The ECT should re-examine the observation from last week to consider how well it addressed 5f 5i 5j from the ECF. They should also bring an annotated scheme of learning.

Analyse artefact by examining annotated scheme of learning to plan for anticipated misconceptions.

Sharing of practice around connecting new with existing knowledge to prevent misconceptions; pre-teaching and being efficient.

Week 12: Reviewing the learning from Standard 5

Online learning community: 1 hour (5.3, 5h, 5i, 5j)

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

This session focuses on the ways adaptive teaching can be used effectively

ECT mentor meeting

ECT to bring Module 3 audit.

Self-Assessment returning to the module audit for Standard 5.

Discussion with mentor around progress in practice linked to Standard 5.

Collaborative planning around areas for development and ways to embed practice learnt in this module.

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>

Davis, P., Florian, L., Ainscow, M., Dyson, A., Farrell, P., Hick, P., Rouse, M. (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. Accessible from: <http://dera.ioe.ac.uk/6059/1/RR516.pdf>

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) *Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. Accessible from: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

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>

OECD (2015) *Pisa 2015 Result: Policies and Practices for Successful Schools*.

Accessible from: <https://doi.org/10.1787/9789264267510-en>

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>

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)