

ECT training overview for Module 2

1-hour Online Learning Community (Week 7)

How to use this overview

The training session outline details what must be covered. All references to how this might be delivered are optional.

The aim of this session is to enable the ECTs to participate in a facilitated discussion session relating to powerful disciplinary knowledge. This is ideally a hub-based online learning community and so ensure, well ahead of the session, that an online platform, including break-out room capacity is available.

Preparation for the facilitator

You should read the Module 2 Summary Guide.

For this online training to be optimised (i.e. by using hubs/clusters), you will need to make use of an online learning platform such as Moodle, Blackboard, Zoom, etc.

This session will benefit from access for the ECTs to break-out spaces, ideally facilitated by a break-out facilitator. These are likely to be mentors/more experienced staff members.

Preparation for the ECTs

The ECT will have undertaken the following task, which will have been started with their mentor in Week 6, and followed up in Week 7:

Ahead of the online learning community session, speak to your mentor (in mentor session, Week 6) and at least one other experienced colleague about one of the key concepts/group of concepts you are teaching in the next half-term. Find out how they make use of powerful analogies, illustrations, examples, explanations and demonstrations. Make sure you have at least two examples that you will be able to share during the online training

session. For this activity: If you are in a subject specialist setting (e.g. secondary, sixth-form college setting), draw on one significant area of your main curriculum specialism. Primary ECTs can select one topic for focused consideration. ECTs in early years/SEND settings might choose to focus on a specific aspect of English or Maths.

Learning Intentions for this session

ECTs will learn that they are able to:

Deliver a carefully sequenced and coherent curriculum by:

- 3a. Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components.
- 3b. Ensuring pupils' thinking is focused on key ideas within the subject.
- 3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.

Help pupils apply knowledge and skills to other contexts by:

- 3k. Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.

Introduction

This session is intended to provide hub-based, online learning community opportunities for the ECT. Situated between mentor sessions in Weeks 6 and 7, the focus should be on the role of powerful disciplinary knowledge.

Research Summary for this session

Teaching to support the **mastery** of particular knowledge and skills is an instructional strategy and educational philosophy, first formally proposed by Bloom (1968). In traditional teaching, the time spent on a topic is set by the teacher, and within that time, pupils achieve different levels of mastery. In mastery learning, learning outcomes are set for all pupils, but the time taken by different pupils to become proficient or competent at these objectives can vary.

ECTs can help pupils master their learning by:

- breaking content down into units with clearly specified objectives, which pupils pursue until they are achieved
- allowing their pupils to work through each block of content in a series of sequential steps until they can demonstrate a high level of success
- offering additional tuition, peer support, small group discussions, or homework, so that all pupils can reach the expected level

Subject knowledge embraces: what a teacher knows about the nature of a subject; the appropriate pedagogies to teach that subject; and an expert awareness of how that subject appears in the curriculum. A teacher will continue, therefore, to expand their subject knowledge throughout their career. It is essential to effective teaching, for motivating and inspiring pupils, and for helping them to succeed academically.

The training will need to cover

The role of powerful disciplinary knowledge. You might follow the proposed structure below or use the online learning space for your own designed activities. Timings are suggestions only.

You will need to address the ways in which ECTs build powerful disciplinary knowledge through:

- engaging in high-quality, subject-specific professional development
- participating in wider networks of fellow professionals, such as the Chartered College of Teaching
- building a repertoire of resources, illustrations and explanations by working with experienced colleagues.

Ensure that ECTs understand that the accumulation and refinement of a collection of powerful analogies, illustrations, examples, explanations and demonstrations occurs over their teaching careers. You might create examples to teach the importance of building a repertoire of relevant and interesting resources to use for specific elements of curriculum knowledge. If you have a mixed subject range amongst the ECTs, consider building examples relevant for literacy, for example.

Review 5 mins

Ensure that the ECTs are aware of the learning intentions and how this session relates to the module as a whole, and more specifically, the ways in which the online content builds on Mentor Session 6, and prepares for Mentor Session 7.

Plan 10 minutes

Provide opportunity for the ECTs to consider concepts they are scheduled to teach in the next half-term and particularly those areas that either (a) they feel less confident about, or (b) for which they want to develop further examples to engage specific children in their class. You might want to consider how ECTs record this.

Theory to Practice 35 mins

Make use of the collaborative possibilities to allow ECTs to share their preparatory exercises by providing (online break-out) space. Key concepts related to powerful disciplinary knowledge is the focus here. Promote sharing of analogies, illustrations, examples, explanations and demonstrations according to subject, phase, school type etc. within the cluster. You might want to use prompts such as:

- How do we ensure we maintain up-to-date, relevant analogies, illustrations, examples, explanations and demonstrations in our classroom practice?
- How might knowing your class help you to engage all learners with meaningful analogies, illustrations, examples, explanations and demonstrations analogies over time?

Next Steps 10 mins

Encourage the ECTs to record useful examples from other ECTs.

ECTs will need to continue to build a range of analogies, illustrations, examples, explanations and demonstrations over the course of their career. How might they best achieve this?