

Summary Module Guide

Module 7: 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. Some 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 7 of the ECF is designed around an inquiry into Engaging Pupils in Learning, and addresses Teachers' Standard 2: Promote good progress, and Teachers' Standard 3: Demonstrate good subject and curriculum knowledge. It is a continuation of Module 2 from the first year of this programme.

The topics within this module are:

1. Completion of Module 7 audit
2. Evaluation of evidence gathered through inquiry
3. In their focus area, what impact is the ECT having on their pupils?
4. From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?
5. Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge
6. Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge

The module begins with the Module 7 audit – this involves you returning to the Module 2 audit from Year 1. A full year has passed since last you considered this audit: in many areas, you will have developed very secure practice; others may still be areas of development for you. In this module, by taking an inquiry approach to your professional learning, you will gain a deeper understanding of the skills and practices involved in promoting good progress and demonstrating good subject and curriculum knowledge.

This module is 6 weeks long. Within the sequence of this programme, the module is designed to be run in the second half-term of autumn in Year 2 of the programme.

Week 1: Module 7 audit

ECT mentor meeting (Teachers' Standards 2 & 3)

ECT should provide a copy of their Module 7 audit, which is the same as the one they completed at the end of Module 2 last year.

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

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

Self-assessment Mentor helps ECT self-assess against the Module 7 audit (reviewing progress since end of Module 2).

Discuss with mentor to agree focus for development, which will form the basis of the ECT's practitioner inquiry for this module.

Action Planning co-constructing an exploratory question to cover Module 7.

Week 2: ECT Training

ECT training: 2 hours

The facilitator should familiarise themselves with the Practitioner Inquiry Handbook, ECF Standards 2 and 3 and the research summaries pertaining to these.

The session will focus on the ECTs improvement-focused inquiry into aspects of ECF Standards 2 or 3, examining the evidence they are gathering to evaluate the specific changes to their practice that this inquiry is engendering.

Week 3: In their focus area, what impact is the ECT having on their pupils?

Self-directed study (2.7, 2.8, 2.9, 3.5, 3.6, 3.8)

ECT should make sure that they have the exploratory question they agreed with their mentor at the start of Module 7, and that they know how they will collect evidence for their inquiry.

Action Planning for how ECT will collect evidence of the impact upon their pupils of their normal practice.

Likely elements:

Analysing artefacts and data for evidence for their exploratory question.

Discuss with pupils for evidence for their exploratory question.

Self-assessment to form a simple evidence statement.

Week 4: From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?

ECT mentor meeting (2h, 2i, 2j, 2k, 3g, 3k, 3n, 3p)

The ECT will bring to the meeting their simple evidence statement, and supporting evidence, following their rapid collection of data.

Analysing artefacts in support of the evidence statement the ECT wrote after collecting data.

Discuss with mentor an alteration to the ECT's practice, based on the ECF, suggested by the inquiry so far.

Collaborative planning of evidence that will show that the alterations to the ECT's practice have led to improvements for their pupils.

Week 5: Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge

ECT mentor meeting (2h, 2i, 2j, 2k, 3g, 3k, 3n, 3p)

Mentor will ask the mentee to update them on the progress they have been making on their Standard 2/ 3 inquiry.

Reflect upon what is going well, and not so well, with the ECT's inquiry since they introduced an alteration to their practice.

Collaborative Planning and Rehearsal of the ECT's structured oral report on their inquiry (for next week).

Independent Planning time to gather and analyse evidence of impact upon the ECT's pupils of their changed practice (Teachers' Standard 2/3).

Week 6: Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge

ECT mentor meeting (Teachers' Standards 2 & 3)

The ECT will have completed their short inquiry for Module 7. They will be ready to present their findings of evidence of any improvement as a result of alterations in their practice.

The ECT may also have updated their Module 7 audit, to discuss in the session.

Sharing of practice where the ECT shares the findings from their Module 7 inquiry in a structured oral report.

Self-assessment of the ECT's strengths and areas for development, having updated the Module 7 audit.

Collaborative planning around how to implement further improvements to the ECT's practice and how they will know this has been effective.

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)