

ECF Programme Mentor Training Year 2 Seminar 2

Engaging your ECT with research

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 @TeachFirst  @teachfirstuk

Welcome!

Seminar norms

Throughout the seminar, please:



Be present



Be proactive



Critique with kindness

Teach First ECF Programme - Year 2

6 development cycles (1 per half-term):

1. Developing pupils' intrinsic motivation
2. Supporting pupils to develop subject-specific skills
3. Using meaningful & memorable explanations
4. Anticipating & addressing common misconceptions
5. Using structured talk to develop pupils' literacy
6. Developing a coherent curriculum

Optional:

- Becoming a careers leader
- Implementing research in the classroom
- An introduction to mentoring
- An introduction to middle leadership

Time commitment for ECTs:


| Induction | Self-directed study | Seminars | Expert practice | Mentoring |
|----------------------|-----------------------------|--|--|-------------------------|
| 6 hours In-person | 45 minutes per half-term | 1 x 90-minute group session per half-term | 1 x 60-minute expert practice observation per half-term | Fortnightly sessions |

Time commitment for mentors:

| Induction | Self-directed study | Seminars | Mentoring |
|----------------------|-----------------------------|--|----------------------|
| 6 hours In-person | 30 minutes per half-term | 1 x 60-minute seminar per half-term | Fortnightly sessions |

Our communication with you

Weekly bulletin



ECT Weekly Bulletin for Week 9
w/b Monday 8th November 2021
ECF focus of the week:
Breaking complex material and explanation into small steps

Welcome to your first ECT weekly bulletin:
We hope that you have all had a good start to the second half of this term! As you may know, mentors and induction tutors in your school receive a bulletin each Friday afternoon from the Xavier central ECF team, which looks ahead to the following week. Many of you have indicated that you would also really appreciate a weekly bulletin; we are more than happy to oblige!

If there are any particular questions or topics you feel would be helpful for us to cover in the weekly bulletin, please do not hesitate to email Jan Keating (j.keating@xavierect.org.uk). We want the bulletin to be a source of support for each of you.

Actions:

- This week you need to complete **Module 2: Session 2** of your self-directed study materials.
- Please remember that you will get out of the training materials what you put in! Earlier this week we logged on and looked at the degree to which you are all engaging with the online learning. Though the vast majority of you are engaging fully, and therefore hopefully learning a great deal, we were concerned that a number of you have not yet logged in to Brightspace, which means you have not engaged at all with the materials. If you are having difficulty with your Brightspace logins, please let us know by emailing j.hawkins@xavierect.org.uk.
- You may like to watch the **Half Term 2 overview**, which was sent to your mentors, using this [link](#). We have put this together to give a useful overview of what to expect in the coming weeks.

Module 2- Session 2: Breaking complex materials into smaller steps and combining verbal and graphical representations
Your week 9 self-directed study materials are excellent! This week you will be considering how to introduce new knowledge to pupils, focusing on breaking materials and explanations down into smaller steps, so that all children can achieve. The materials will take **approximately 50 minutes** to complete.

Week 9 observation:

- During this week's observation, your mentor will be looking at the ways in which you break down complex concepts/ideas/materials to make them more accessible for pupils.

Instructional coaching:
When completing the plan and practise stages, mentors will encourage you to consider:

- What knowledge am I assuming the pupils have
- Why have I chosen the steps that I have
- Would it be beneficial to break them down further
- Why does breaking the explanation down into steps avoid overloading the working memory
- How has their understanding of breaking information down into smaller amounts helped the children's learning and how does this fit with the model of the mind

Xavier Teaching School Hub will communicate with you via our bulletin.

Any problems , please contact

Objectives

By the end of this seminar, you will:

- understand how engaging with research can align with the development cycle
- understand how to support your ECT's engagement with education research within the development cycle.

“Engaging critically with research and discussing evidence with colleagues.”

(ECF statement 8d, DfE, 2019)

What do we mean by research?



1

Enquiry-based practice

The capacity, motivation and opportunity to investigate what is working well and what isn't working well in our own practice.

2

Research literacy

Teachers and leaders are familiar with, and can critically select and evaluate, the latest research, understanding its implications on their practice and education policy, while maintaining a sense of critical appreciation and healthy scepticism.

3

Research-informed practice

The integration of knowledge and insights from academic study and scholarship into classroom practice.



The elephant in the room



Mitigating barriers to engaging with research

- Lack of time
- Knowing where to find high-quality research
- Assessing research reliability
- Intimidation by large and complex studies
- ‘Lethal mutations’
- Policy conflict

Lack of time

- Ensure ECT is prepared
- Use generic questions
- ECT send research in advance
- Highest leverage
- Whole-school CPD should be evidence-informed

Knowing where to find high-quality research

Trusted brokers for research

- Education Endowment Foundation (EEF)
- Early Career Framework (ECF)
- The Impact Journal of the Chartered College of Teaching
- Chartered College of Teaching Early Career Hub – Principles of Instruction
- Evidence Based Education – Great Teaching Toolkit

Assessing research reliability - Trainee

1. What does the research claim?
2. Where was the research published?
3. Has this study been replicated elsewhere?
4. What do other studies say about it?
5. If the paper contains an experiment, then look at the methods section and consider:
- 6.. How directly does the study's method deal with the study topic?
7. How many people were in the research sample?
8. Was there a control group?
9. How statistically significant were the effects?

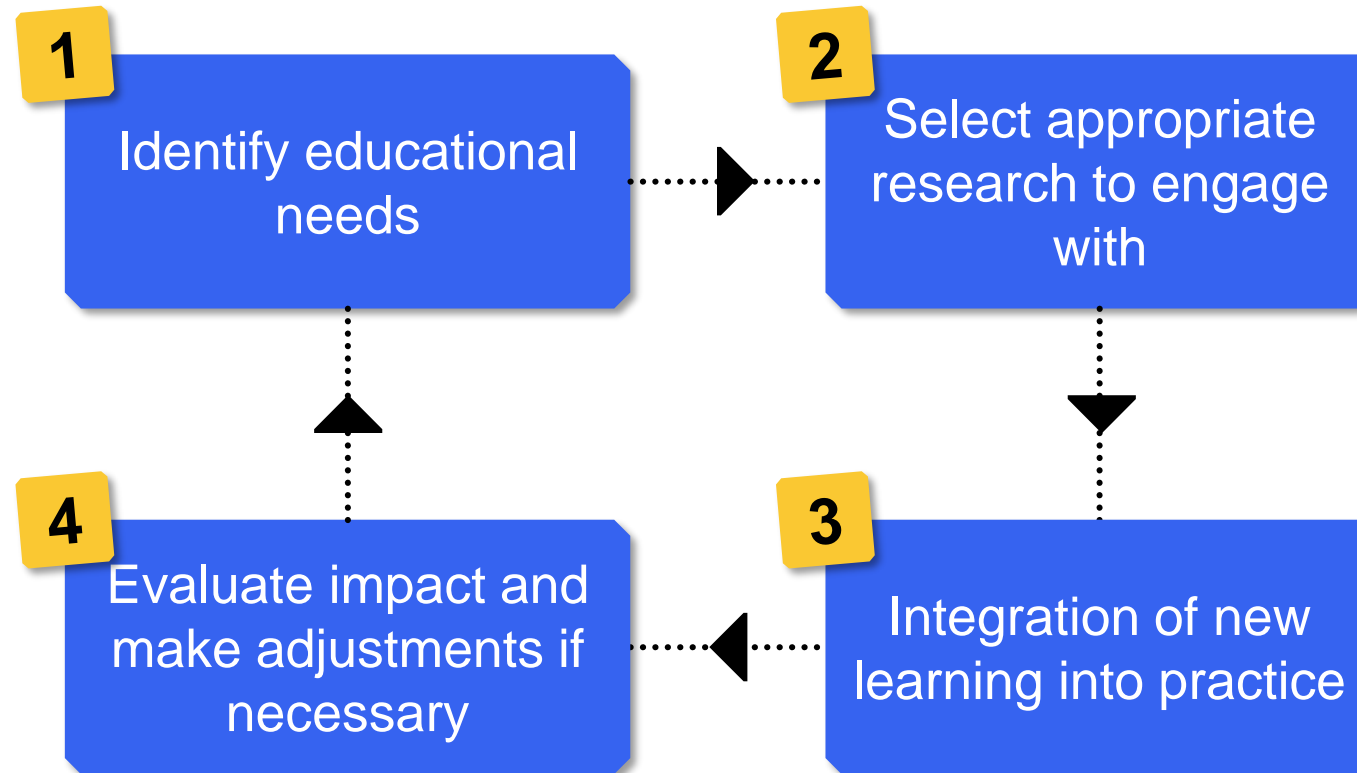
Intimidation by large and complex studies / lethal mutations

- EEF summaries a lot of research.

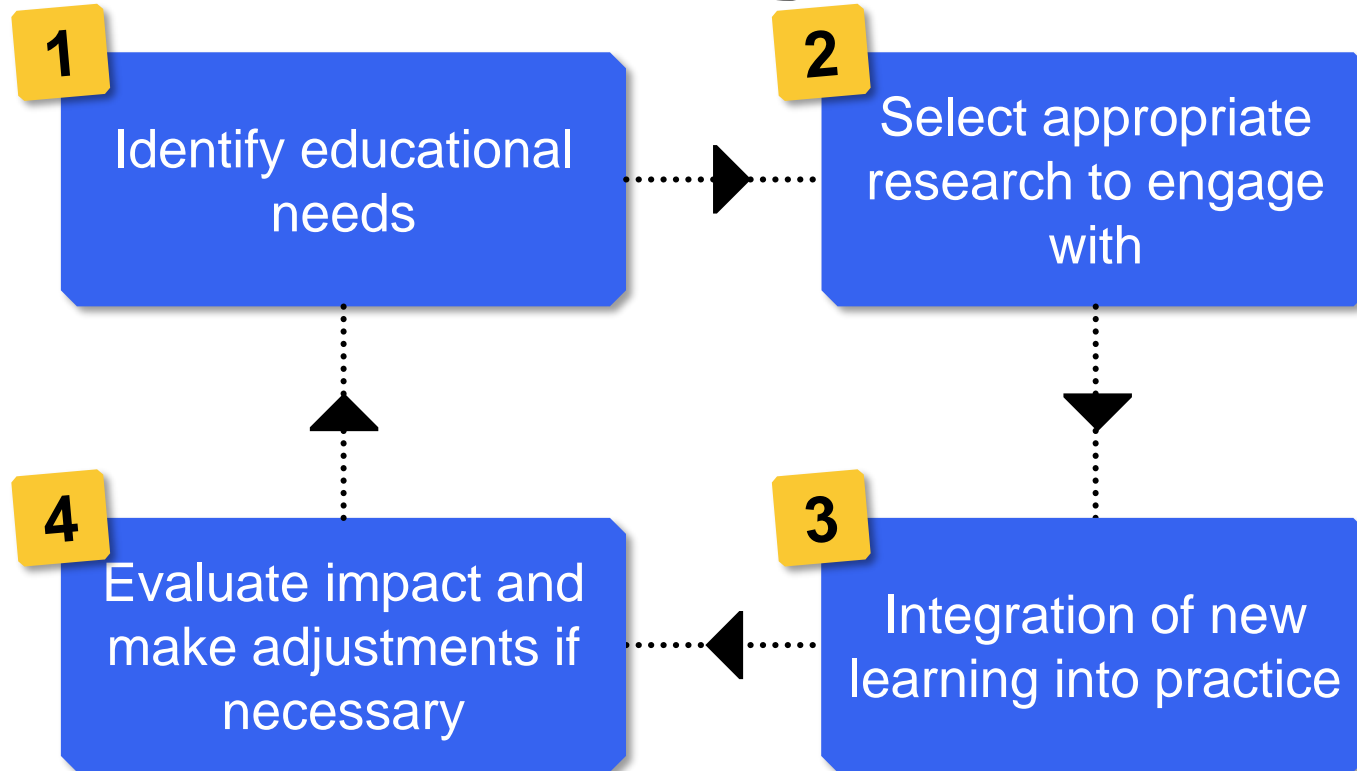
Policy conflict

- Discuss ways to implement strategies, whilst staying in-line with school policy.
- How does school policy address this already?

Engaging with Research Cycle



How can you integrate research into the Development Cycle?



THINK: How can the process of engaging with research be integrated within the structure of the development cycle?

Review

Extend

Refocus

Demonstration

Deconstruction

Integration

Feedback

Modelling engagement

Review

Extend

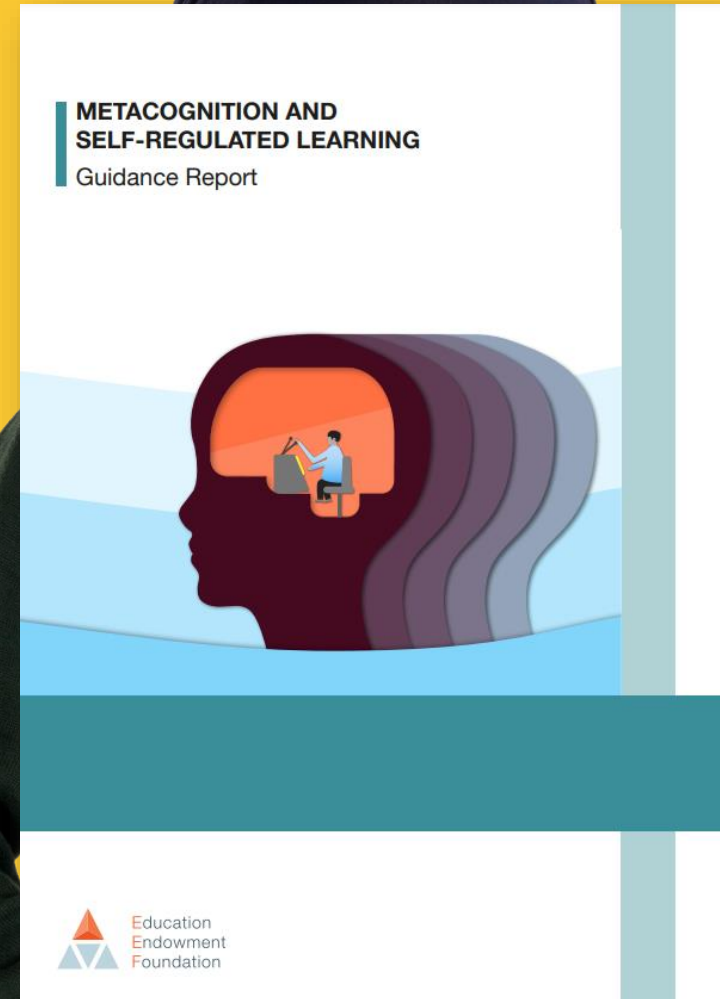
Refocus

Demonstration

Deconstruction

Integration

Feedback



[Metacognition and Self-regulation:
Guidance Report
\(EEF, 2021\)](#)



The elephant in the room



Over to you

Pages 22-25

1. Read the questions on the worksheet.
2. Suggest any other questions that you could ask your ECT.



Engaging your ECT with research

Questions to discuss

Ask yourself and your colleague the questions below. Consider the questions from your point of view as a teacher. These questions can be used to structure a dialogue that you might have with your ECT in the future regarding a piece of research.

1. Is this research something you and your pupils could benefit from?
2. What in this research stood out to you the most as being beneficial to your pupils?
3. Did this research make you challenge any assumptions you or your pupils could have?
4. Did it raise your awareness of any misconceptions that you or your pupils could have?
5. In what ways could you apply learning and techniques from this research to your own context? Have you considered: Your subject/phase? Specific pupil needs and circumstances?
6. How could you apply what you have learned to your context without making radical modifications to techniques during application that would cause the techniques to no longer function in the intended way?
7. Is what you're trying to implement focusing on what will make a difference to your pupils?
8. Is what you're trying to implement manageable and incremental?
9. What will you do to make sure what you're trying to implement doesn't prevent other classroom routines from functioning normally?

Other questions to ask your ECT

In the space below, make a note of any other questions you could ask your ECT in order to:

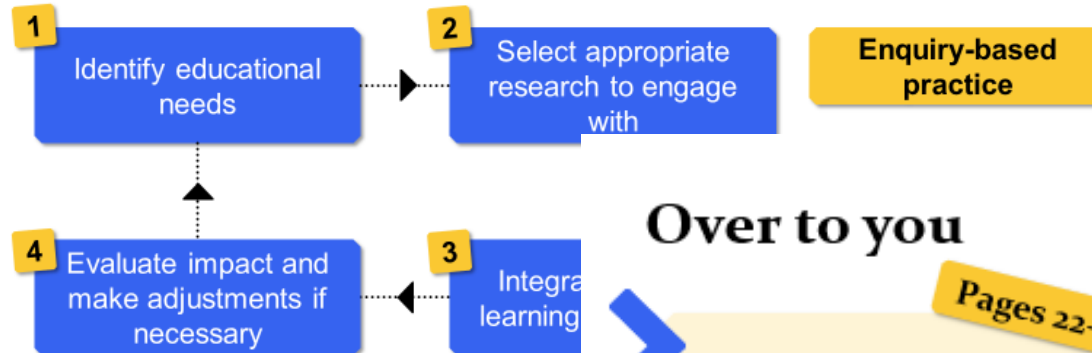
- prompt new learning from the research;
- help your ECT consider new learning and techniques within the context of their classroom and subject needs;
- help your ECT set appropriate implementation goals.

Seminar summary

The elephant in the room



Engaging with education research



Over to you

Pages 22-25

1. Read the questions on the worksheet.
2. Suggest any other questions that you could ask your ECT.

10 minutes

Engaging your ECT with research

Questions to discuss

Use yourself and your colleagues the questions below. Consider the questions from your point of view as a teacher. These questions can be used to structure a dialogue that you might have with your ECT in the future regarding a range of research.

1. Is this research something you and your pupils could benefit from?
2. What is this research about and how can it be used in your classroom?
3. Did this research make you challenge any assumptions you or your pupils could have?
4. Did it make you reconsider any assumptions that you or your pupils could have?
5. In what ways could you apply learning and techniques from this research to your own context? Have you considered 'how independent?' Specify your needs and circumstances?
6. How could you apply what you have learned to your context without making any of the assumptions in the research? Being application that would cause the hypothesis to be false? Justify in the classroom?
7. In what ways could you apply learning and techniques from this research to your own context? Have you considered 'how independent?' Specify your needs and circumstances?
8. In what ways could you apply learning and techniques from this research to your own context? Have you considered 'how independent?' Specify your needs and circumstances?
9. How could you apply what you have learned to your context without making any of the assumptions in the research? Being application that would cause the hypothesis to be false? Justify in the classroom?
10. How could you apply what you have learned to your context without making any of the assumptions in the research? Being application that would cause the hypothesis to be false? Justify in the classroom?

Other questions to ask your ECT

In the space below, make a note of any other questions you would ask your ECT to make it:

- prompt your learning from the research.
- help your ECT consider new learning and techniques within the context of their classroom and subject needs.
- help your ECT set appropriate implementation goals.

Worksheet page 24

Page 11

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Pause point

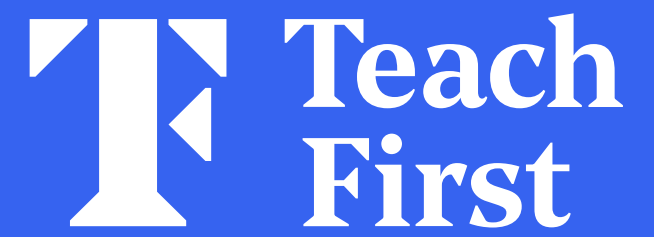


Reflect:

1. What are your main takeaways as a mentor to support your ECT?
2. What are your main takeaways as a teacher for your own classroom practice?
3. What could you bring back into school from this training and what impact could this have?

Key dates

| Training session | Tuesday | Thursday |
|------------------|---------------------------|---------------------------|
| 1 | 22 nd November | 24 th November |
| 2 | 24 th January | 26 th January |
| 3 | 14 th March | 16 th March |
| 4 | 9 th May | 11 th May |
| 5 | 6 th June | 8 th June |



Thank you.

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References

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