

Development cycle 3

Development cycle 3: Using meaningful and memorable explanations

Week 1: Retrieve

Your ECT should complete the retrieval quiz and revisit areas of the self-directed study that would benefit their development. The areas that relate most to this development cycle are:

- Module 2 – session 2: Considering how to introduce new knowledge to pupils
- Module 3 – session 2: Explanations and modelling

Weeks 1 – 2: Extend

Seminar 3: Using meaningful and memorable explanations

When planning meaningful and memorable explanations, it can be tempting to focus on developing fun activities that will engage pupils. However, this can sometimes distract pupils from the key learning that you want them to remember. Therefore, in this seminar, your ECT will explore two of the following strategies that will support them to ensure pupils focus on what's important during their explanations:

- Using analogies
- Using metaphors
- Using examples and non-examples
- Using mnemonics
- Using stories

These strategies will be exemplified through subject or phase specific topics.

Weeks 1 – 2: Refocus

Mentor interaction 1 – your ECT will decide their area of development

Weeks 2 – 3: Demonstration

Mentors should support ECTs to arrange an observation and/or discussion with an expert colleague. ECTs will then complete a reflection on the demonstration on Brightspace.

Weeks 2 – 3: Deconstruction

Mentor interaction 2 – ECTs and mentors discuss the demonstration, using the ECTs Brightspace reflection to support the discussion.

Weeks 3 – 5: Integration

ECTs incorporate new learning into their practice.

Weeks 3 - 5: Feedback

Mentor interaction 3 – Mentors conduct a drop-in observation and/or discussion and provide feedback to ECT.

Mentor training

Self-directed study

Mentor self-directed study for this half-term focuses on metacognition and self-regulation in teaching. It is recommended mentors complete the self-directed study for this half-term after attending their seminar.

Mentor seminar

The mentor seminar for this half-term focuses on supporting ECTs to be adaptive teachers. During the seminar mentors will consider the influence of mentoring on adaptive expertise and think critically about how they can support their ECT to acquire adaptive expertise.