

ECF/ ECT Bulletin

Module 2: Engaging Pupils in Learning

Week: 5: Curriculum and Subject Knowledge

Key events/meetings this week:

- This week, ECTs have self study material to engage with prior to their mentor meeting (Please see notes below)
- Mentor meetings should take place as normal
- There are no UCL meetings this week

ECT Self Study Actions (to be completed prior to your mentor meeting):

Read through the self study session materials for this week. The focus is on **subject knowledge and curriculum**.

Using the information contained within this week's self study material, **plan a sequence of learning**: Ask yourself the following questions: a) What core knowledge and skills should be conveyed within this topic? b) What opportunities are there to support your educational values in this topic? c) Draw on your understanding of your pupils' prior knowledge to sequence the content within the lesson(s) (and any home learning). d) You do not need to go as far as developing your planning in detail, but at this point, you may have ideas for engaging activities which will support pupil learning, so jot these down.

Be ready to share your planning notes and your other learning from this session with your mentor in your next meeting with them. You may find it helpful to make a few notes on your planning explaining why you have included particular aspects and the reasoning behind how they are sequenced.

A reminder: Looking ahead, there are no self-study materials to read in Week 6 and 7 of this module. You may wish to use this time to arrange to observe a colleague or ask your mentor to conduct a short informal lesson drop in.

Mentor Meeting Key Actions:

In their self study, ECTs were asked to **plan a sequence of learning**. Ask them to show you/explain their planning and use the following questions to probe: a. What are the key knowledge and skills within this topic? (And how could you communicate these to your pupils?) b. What educational values are supported within this topic? (And why are these important to you?) c. How does the topic draw on understanding of prior knowledge to sequence the content within the lessons (and any home learning), including key points of assessment? (Is their prior knowledge secure? Are they making common errors still?) d. How are critical skills and transfer considered within the planning? (And can you use a rule-of-thumb like EAR to help develop schema?)

Work with your ECT on their lesson planning ideas ensuring that you support their development of subject knowledge. Where relevant, point them in the direction of useful text books, websites, shared resources etc.

Additional Information:

ECTs: Induction tutors will be completing the first ECT Term 1 report in the coming weeks. This is nothing to be concerned about. It is a simple form that asks if you are on track to meet all the Teacher Standards by the end of your Induction period. The document will be shared with you and you will need to sign it and keep a copy for your folders.