

ECT/ECF Bulletin w/b 14.3.22

Module 3: Developing High Quality Pedagogy

Teacher Standards 4 and 5: Plan and teach well-structured lessons and adapt teaching to respond to pupil needs

Week 10: Making new concepts accessible through targeted support

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

The focus on **adaptive teaching** continues with a reminder that adaptive teaching in a responsive way, including targeted support for pupils who are struggling, is likely to lead to greater learning success.

A key message of this week's materials - that different tasks for different groups of pupils is a less effective strategy – should be reassuring from a planning perspective, and instead having high expectations of all pupils will lead to deeper learning. The notion of pupils having different 'learning styles' is also a common misconception.

Assessment for learning also continues to be linked to this focus and please note, there is video on the UCL homepage, *Dylan William on Formative Assessment*, which you may find an interesting watch.

This week you are asked to plan how you would use just one quality resource for a class but then think about how you would adapt your teaching, using that resource, with specific targeted support for groups of pupils: for example, using pre-teaching, using peer-assisted learning, using group discussion. You may be observed teaching this lesson.

Mentor meeting key actions

Your ECT should have created a lesson plan using a specific single resource, and using this plan try to observe your ECT for around 15 minutes or analyse their plan looking at how they support all learners in overcoming barriers to learning. Please note if this is an observation, it should be non-judgemental.

Observing either the lesson, or discussing the plan, look at:

- How key concepts are introduced and used
- How the single resource is used
- What interventions are used
- Whether the learning outcomes are successful

Additional Information

The next few weeks involve no additional UCL facilitation meetings and so please just continue to enjoy your mentor meetings, using them as opportunities to reflect on the UCL materials but also to spend time focusing on areas of practice which will make the ECT's classroom a better place with better learning.

Observations by Induction Tutors

If induction tutors, members of SLT or the ECT line manager haven't already done a formal observation this term, which will go towards evidence against the Teachers' Standards for Statutory Induction, it is important that this takes place in the next couple of weeks. In the penultimate week of this term (w/b 21st March) Induction Tutors will be asked to submit the end of term report to the Appropriate Body which indicates if their ECT is making satisfactory progress against the Teachers' Standards. A formal observation ticks many of the Teachers' Standards criteria.

Any questions/ want a visit?

Both ECTs and mentors, please do not hesitate to contact me at Leeds Teaching School Hub if there is any further support you would benefit from, or any questions about the ECF programme you may have. I am always available to come into your schools to meet with you face-to-face.