

ECT/ECF Bulletin w/b 21.3.22

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 11: Meeting individual needs and balancing workload

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

Over the past few weeks you have learnt that adaptive teaching, including targeted support to pupils who are struggling, is likely to increase pupil success. However, this does not mean creating distinct tasks for different groups of pupils or lowering expectations.

The focus this week is on making planning and marking manageable and the materials offer concrete suggestions on how to achieve this, for example, using resources already in existence and assessing pupil's knowledge and understanding through verbal feedback, or using whole-class feedback via a visualiser.

There is a recap of knowledge covered in previous weeks, such as the importance of ensuring foundational concepts (ie what needs to be understood first to be able to access more complex information) are embedded, and how quality exposition occurs through examples used to illustrate and illuminate materials being learned.

Prior to your mentor meeting you are asked to look at a scheme of learning you will be using in the future and to annotate it, focusing on foundational concepts, potential misconceptions, and your own efficiency (how you are managing your workload).

Mentor meeting key actions

Discuss the scheme of learning and the annotations your ECT has made on several lessons in the scheme, then share your own practice on how you meet pupils' needs without adding to your workload. For example, you could talk about:

- Your use of textbooks and commercial resources
- Your use of analogies and concrete examples to bring the learning to life
- Your use of homework for pre-teaching
- Your use of independent practice to consolidate and extend learning

Additional Information

The End of Module Completion Form will go live at the start of next week. It is essential that **both ECTs and mentors** complete the form for several reasons:

- It provides UCL with feedback on what has worked, and what has not worked, which does influence UCL to make changes for your benefit
- It provides Leeds Teaching School Hub with feedback which we use to improve your experience of the programme and to personalise our own feedback to you
- It also registers your engagement in the programme

87% of ECTs and 56% of mentors completed the interim form. Many thanks to those colleagues! If we could have more responses at the end of the module that would be much appreciated.

The weekly UCL materials

Please remember that they are to be used in a way that suits you best and there will be times when mentor meetings may need to be used for other matters, for example, to discuss an upcoming parents' evening, to standardise work. This is an acceptable use of the mentor time.