

## Early Career Framework

### **Module three - What makes classroom practice effective?**

Module three is available for you to access on [Brightspace](#). **‘What makes classroom practice effective?’** covers an array of statements outlined in the Early Career Framework, but predominately ‘Classroom Practice’, ‘How Pupils Learn’ and ‘Subject and Curriculum’.

#### **Subject matter expert**

This module has been designed in conjunction with Claire Stoneman (Twitter: @stoneman\_claire)

Claire Stoneman is the founder of researchED Birmingham. She was an English teacher and a deputy head before becoming the director of the Exemplary Leadership Programme.

#### **Seminars**

The focus for the two training sessions for this module are:

##### **Seminar 1: Using examples and non-examples**

One of the main goals of teaching is to develop pupils’ conceptual knowledge, but this can be particularly challenging for teachers, especially when teaching pupils about unfamiliar or abstract concepts. This is where high-quality explanations play an essential role. In this training seminar, you will learn how to further strengthen the quality of your explanations by using examples and non-examples effectively to develop pupils’ conceptual understanding.

##### **Seminar 2: Using questioning to extend and challenge thinking**

Questioning is one of the most widely studied elements in teacher research, therefore we know a significant amount about what effective questioning entails. Are you clear about the purpose behind your questioning and are you taking the opportunity to ask questions that will extend and challenge your pupils’ thinking? This training seminar will share key strategies for asking questions that support knowledge recall, but then extend beyond this to stretch pupil understanding and challenge their application of knowledge to different contexts.

Prior to each seminar, please ensure you have prepared by completing activities on the module 3 seminar preparation pages on Brightspace.

## Self-directed study

The self-directed study material that you will work through for module three is underpinned by [Rosenshine's Principles of Instruction](#). The self-directed study is broken down into five sessions:

**Review of previous learning** is a short session that recaps and builds upon what you learnt in Module 2 about the importance of retrieval and reviewing material that was previously learnt.

**Explanations and modelling** builds on what you learnt in Module 2 about effective explanations. In Module 2, you learnt to break material into small steps, to combine verbal with graphical representations and to use worked or partially complete examples, so this session focuses more on modelling and how you can use 'Think Aloud' to make implicit cognitive and metacognitive processes explicit.

**Guided practice** focusses on how you can begin to remove the scaffolds provided through your explanations and modelling by asking for pupil contributions. It also explores why it's important to obtain a high success rate from pupils at this stage.

**Independent practice** focuses on how you can support pupils to successfully transition from guided to independent practice by thinking about how appropriate a practice activity is and the different scaffolds that you can provide pupils with when completing it.

**Questioning** focuses on different strategies that you can use to check and further stretch pupils' understanding.

It is important to note that these elements of teaching are not distinct but are closely connected and interchangeable and you will need to shift back and forth between these elements during a lesson depending on your pupils' progress.

## Stretch content

The stretch session for this module focuses on developing Accountable Talk in the classroom. It is based on the paper: [Accountable talk: Instructional dialogue that builds the mind](#), which you can access through Brightspace.

## Programme Guide

Your programme guide will outline the online study materials, seminars, and the focus of weekly mentor interactions. This can be found in the resources section of [My Teach First](#).