

‘Utilising evidence in the ITTECF framework development process’

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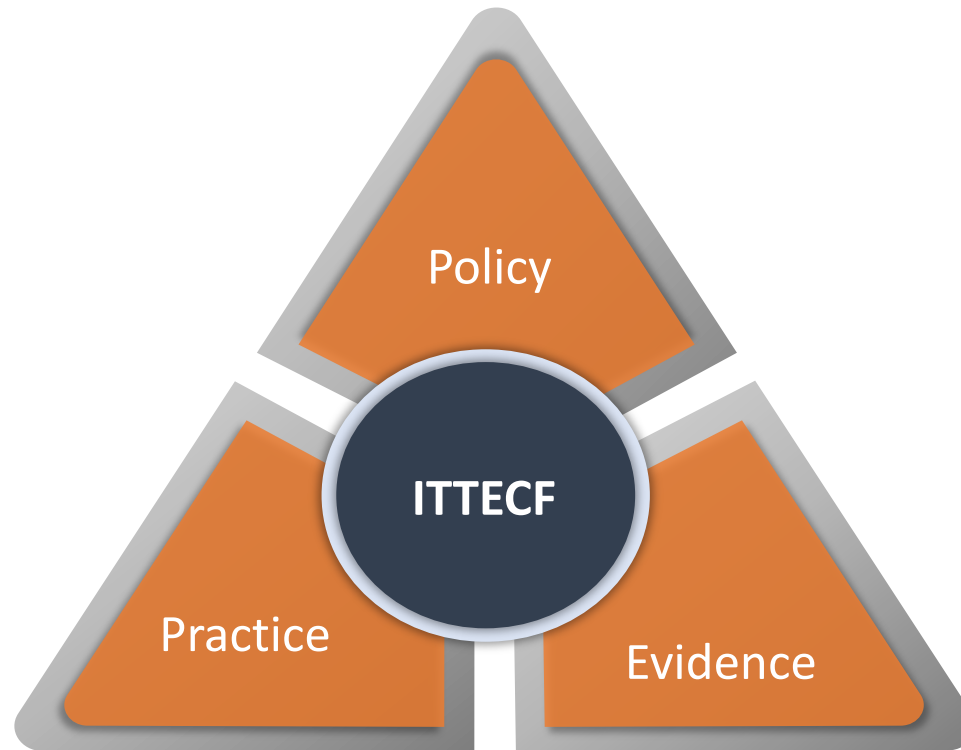
Framework Structure

EEF quality assure the final framework, by:

- Ensuring claims made **within statements are supported by evidence.**
- Checking that the **strength and security of evidence is appropriate** to the type of claim made within statements.
- Ensuring **consistency** with other frameworks.

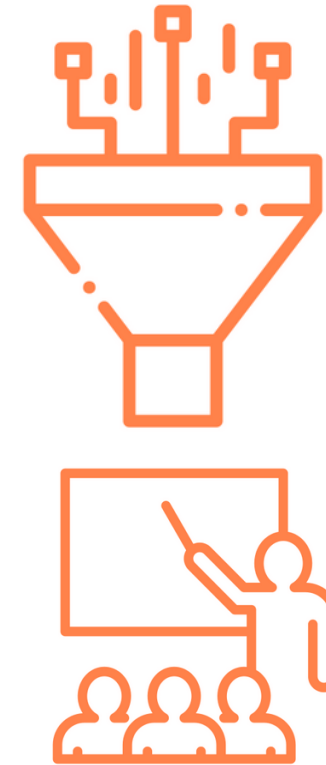


Bridging policy, practice and research evidence



Framework Structure

- Relevant, high quality research evidence is compiled, including through reviewing submissions from a public call for evidence.
- DfE and the Expert Advisory Group draft new statements or update existing statements.
- The EEF review statements and references and endorse the final framework.
- Lead Providers unpack statements and the respective evidence into participant facing materials



Evidence, practice, and policy



Framework



Programme content
contextualised for
participants

ECF/CCF Update



Audit current ‘learn that’ statements and supporting evidence to identify areas where more accessible and up to date references could improve the frameworks.



Assess the quality of research evidence submitted via the DfE’s ‘call for evidence’ to support the advisory group’s framework redrafting.



Review proposed amendments to frameworks from the DfE and ESG to ensure revised content reflects the evidence for each statement.

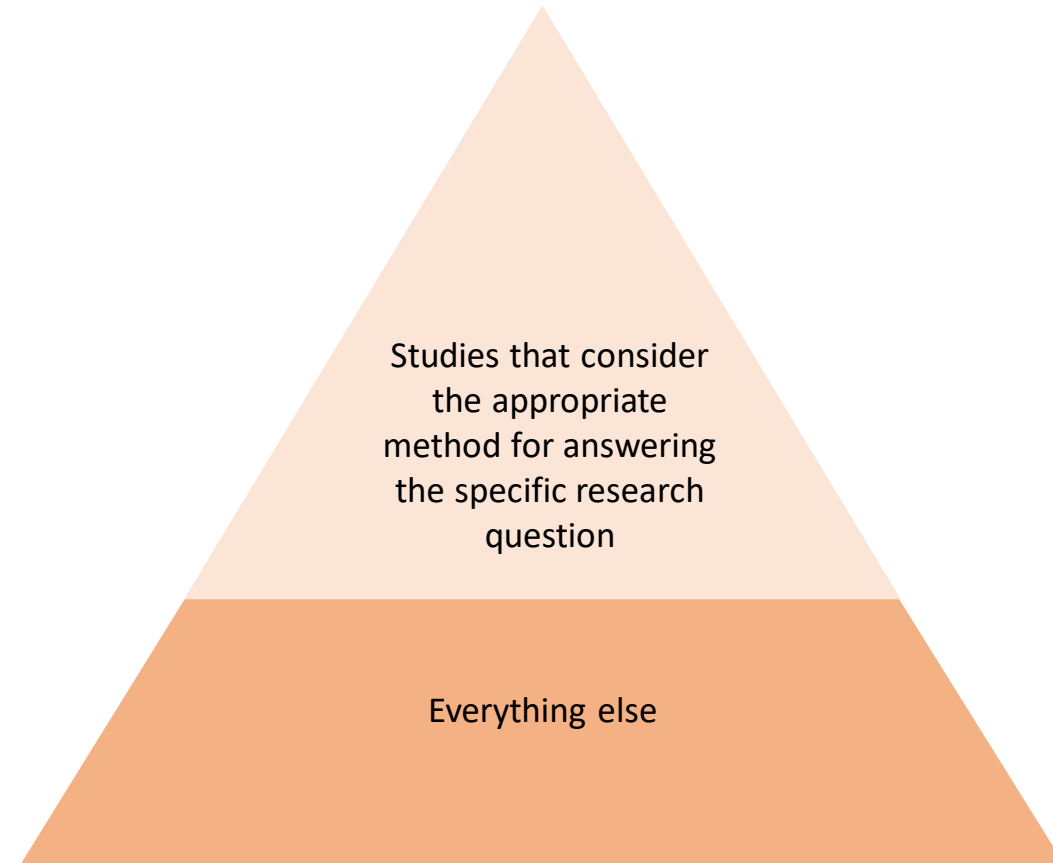
Framework Statements: key considerations

When drafting framework statements, it's important to consider :

- **Consistency with wider reforms** – The CCF, ECF, and reformed NPQ frameworks have a consistent style and tone.
- **Accessibility** – Avoid overly technical language where possible and ensure that statements are not overly long. Where technical language is required, ensure new terms are clearly defined
- **Unambiguous** – Avoid terms and phrases that could be misinterpreted. For example, 'Implementing x strategy is likely to lead to improvements for pupils.' What does 'improvements mean in this context?

Evidence standards: what do we consider?

- **Appropriateness** of the methodology (*is it the right type of study?*)
- **Study quality** within each method (*is the study good?*)
- **Impact:** The direction, magnitude and uncertainty of the results (*did the study show an effect, and how secure is the estimate of that effect?*)
- **Relevance** of the research to your context/practice/outcome of interest (*was the practice tested in a in a situation like my own, and did the outcome measure capture what I'm looking to affect?*)



Evidence standards: different 'types' of Learn That statement

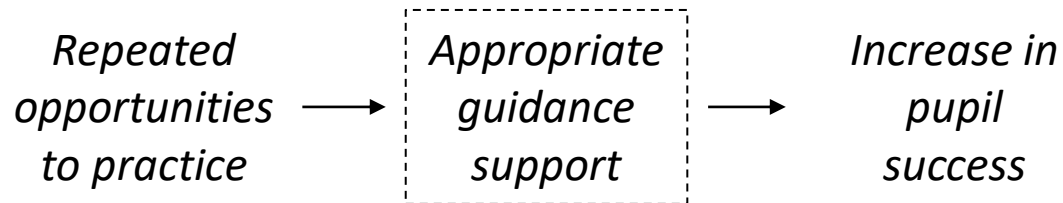
Types of statements (non-exhaustive)	Example
Causal claim of efficacy or effectiveness	3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively.
Tempered causal claims of efficacy or effectiveness, of the approach or within sub-groups and within certain contexts	4.7 High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
Empirical claim about current knowledge on pedagogy or educational practice	5.3 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
Description of the nature of school or world contexts	5.1 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
Conception or definition of an educational construct	7.6 Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

Evidence standards: different statements will require different standards of evidence

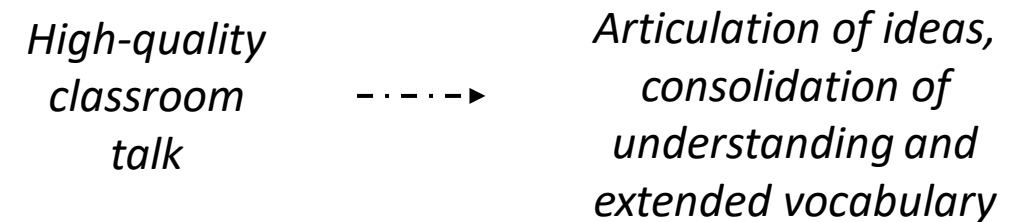
Types of statements (non-exhaustive)	Theory, basic science research, narrative review	Case study	Survey	Cross-sectional study designs and pilot evaluation/ IPE	RCT or QED	Systematic review
Causal claim of efficacy or effectiveness						
Tempered causal claims of efficacy or effectiveness, of the approach or within sub-groups and within certain contexts						
Empirical claim about current knowledge on pedagogy or educational practice						
Description of the nature of school or world contexts						
Conception or definition of an educational construct						

Evidence standards: EEF will assess whether framework statements have the necessary evidence

4.8: Practice in an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, **increases success**.



4.7 High-quality classroom talk **can** support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.



Is that an appropriate 'claim'?

Classroom Practice (Standard 4 – Plan and teach well structured lessons)

Learn that...	Learn how to...
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	Plan effective lessons, by: a) Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain. b) Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge. c) Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material. d) Using evidence of prior learning to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills. e) Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes). Make good use of expositions, by: f) Starting expositions at the point of current pupil understanding. g) Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate. h) Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, manipulatives for counting, examples and non-examples).

Associated references

- Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. Educational Research Review, 11, 1–26.
- Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report.
- Zimmerman, B. J. (2002) Becoming a Self-Regulated Learner: An Overview, Theory Into Practice, 41(2), 64–70.

The framework reference map



The National Association of
School-Based Teacher Trainers



Education
Endowment
Foundation

Initial Teacher Training and Early Career Framework Reference Map

Introduction

The Initial Teacher Training and Early Career Framework (ITTECF) lays out 'the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching'.

The Education Endowment Foundation (EEF) has independently assessed and endorsed that the claims made within the framework – particularly the 'Learn that' knowledge statements – accurately reflect the evidence sources from which they have been drawn.

The framework references represent the evidence base from which the 'Learn that' statements have been developed, in conjunction with the practical expertise of the advisory groups who constructed the framework statements themselves.

The framework references are not, however:

- A mandatory reading list for accredited providers or trainees/early career teachers, or
- A comprehensive list of all associated and relevant evidence to statements – accredited providers will inevitably need to supplement and diverge from the references to teach the core knowledge and skill statements.



Reference list



Underpin the 'Learn that' statements



Mandatory reading list



Comprehensive coverage of domains

The framework reference map

Standard 4	
4.1 Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	* Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: Coe_WhatMakesGreatTeaching.pdf .
4.2 Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	Institute of Education Sciences. (2009) Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. Available at: IES_AssistingStudentsStrugglingWithMathematics.pdf. Hodgen, J., Foster, C., Marks, R. & Brown, M. (2018) Improving Mathematics in Key Stages Two and Three: Evidence Review. [Online] Available at: Hodgen_ImprovingMathematicsInKeyStages3And4EvidenceReview.pdf, 149-157. *Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. Available at: Rosenshine_PrinciplesOfInstruction.pdf.
4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	Education Endowment Foundation (2016) Improving Literacy in Key Stage One Guidance Report. [Online] Available at: EEF_ImprovingLiteracyInKeyStage1.pdf. Education Endowment Foundation (2021) Improving Mathematics in Key Stages 2 and 3 Guidance Report. [Online]. Available at: EEF_ImprovingMathematicsInKeyStages2And3.pdf. *Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. [Online] Available at: EEF_ImprovingSecondaryScienceGuidanceReport.pdf.
4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. https://doi.org/10.1177/1529100612453266. Kalyuga, S. (2007) Expertise reversal effect and its implications for learner-tailored instruction. Educational Psychology Review, 19(4), 509-539. Sweller, J. (2016) Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002.

The framework reference map

Learn that...	Learn how to...
TAs supplement rather than replace support from teachers. 6. SENCOs, pastoral leaders, careers advisors and leaders and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils. 7. Engaging in high quality professional development can help teachers improve. 8. Teacher attitudes towards inclusion and SEND are a key determinant in the school experience of pupils with SEND. 9. Research evidence can vary in its level of reliability, which is determined by how the research was conducted and other factors that might introduce bias, such as the level of independence. High quality research communicates methods and limitations transparently.	i) Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching. j) Drawing on guidance from expert colleagues, sharing the intended lesson outcomes with teaching assistants ahead of lessons. k) Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher. l) Knowing who to contact with any safeguarding, or any pupil mental health concerns. Manage workload and wellbeing, by: m) Using and personalising systems and routines to support efficient time and task management. n) Understanding the right to support (e.g. to deal with misbehaviour, or support pupils with SEND). o) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks). p) Protecting time for rest and recovery and being aware of support available to support good mental wellbeing.

Using research evidence
A concise guide



FAQs?

- **Why are some references robust academic studies, and others less so?**

The framework references vary according to their methods and level of 'rigour'. This is because they represent the evidence from which the statements have been drawn, and the statements vary in the claims they make.

- **Why aren't key, seminal texts on areas of the framework referenced?**

The reference lists are not comprehensive – they do not encompass all that has been researched about a particular area of pedagogy or practice.

- **Why are so many EEF references cited?**

Framework drafters prefer references that are relevant to UK schools, use high quality methodologies, and – where possible – are publicly available.

Conclusion & next steps

- The ITTECF is a vehicle for our profession's core body of knowledge and skills, a pre-requisite for all great professions.
- The framework triangulate the needs and interests of policy, practice, and research evidence.
- Constructive critique and collaboration can ensure the frameworks continue to improve in both *process* and *outcome* throughout the coming years.



Questions?

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