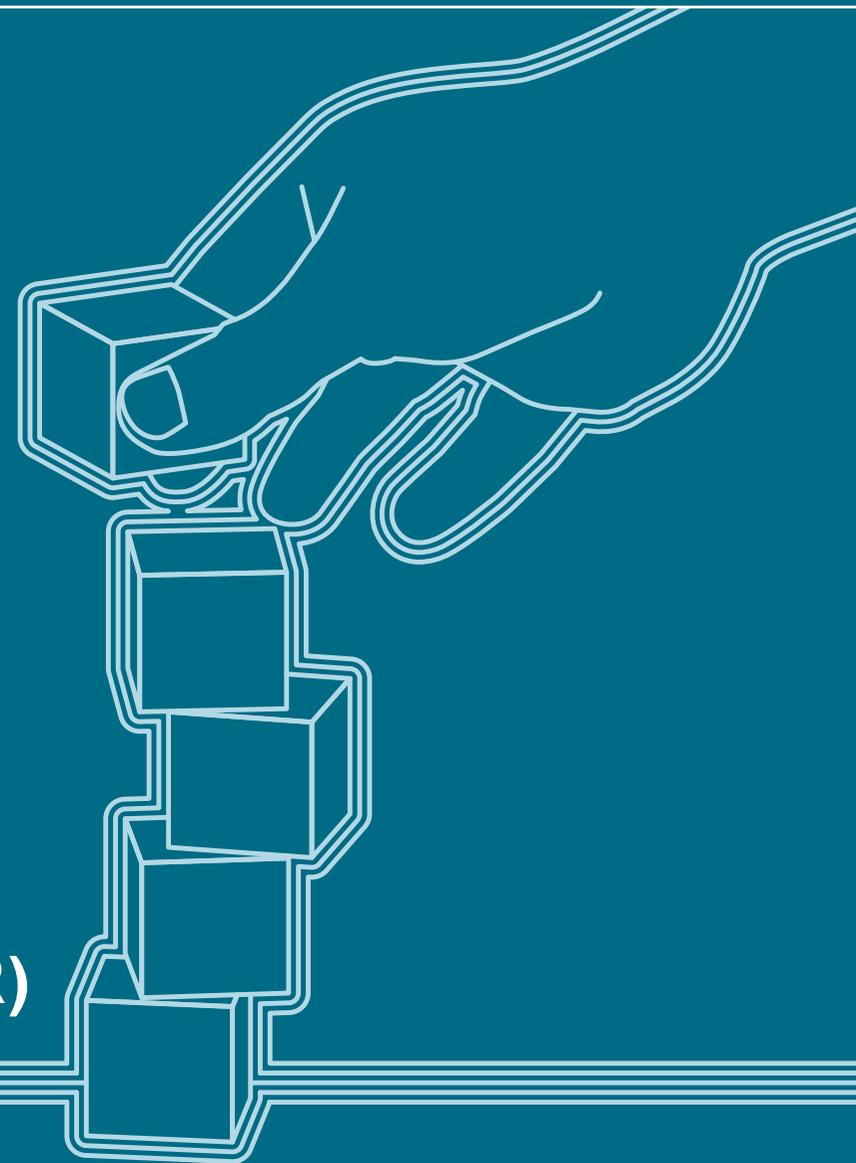
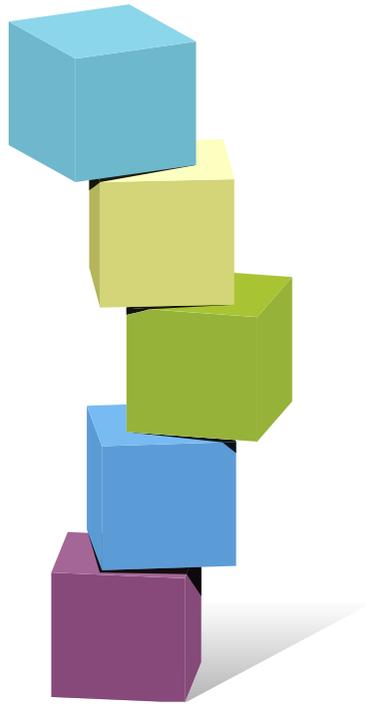


Early Career Professional Development Programme

PROGRAMME SEQUENCE 20/21 (1 YEAR)





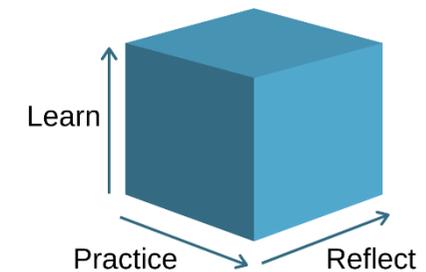
PROGRAMME SEQUENCE

Our unique, blended learning experience provides ECTs and their mentors with high-quality, evidence-informed professional development. Delivered through a training schedule that has been carefully constructed to not only provide the best learning experience to help ECTs to develop quickly, but one that is compatible with school life. Outstanding professional learning with the reality of a teaching timetable and school commitments in mind.

Each of the below blocks will include rich and relevant examples from expert practitioners, accessible insights from research, and frequent opportunities to put knowledge into practice.

The mentoring programme will ensure that each mentor is confident in their knowledge of the blocks whilst developing their mentoring skills so that the ECTs they work with get the very best from the programme.

Why do we call them blocks? Our learning approach and delivery schedule ensures every topic is covered by the three dimensions of development, just like a “block”. This supports ECTs to **learn** the theory, put theory into **practice**, and **reflect** on personal and professional development.



AUTUMN

During this year you will be introduced to the key themes and statements in the Early Career Framework. The focus is on helping you to establish yourself as a teacher, drawing on the best international evidence for what works. You will work on core principles and techniques of effective teaching including lesson planning, expositions, assessment, feedback and managing behaviour. Throughout each block you will find practical, accessible activities to support your development in each of these key areas. Establishing your relationship with your Mentor is essential as they will be a mainstay of support, helping you to translate the research into your classroom.

Autumn term

The focus for the Autumn term is on establishing a culture in your classroom where all pupils can learn. Half term 1 will focus on building routines, establishing and maintaining high expectations for behaviour, and creating an environment in which all pupils feel safe and secure to learn. In half term 2 you will explore the evidence from cognitive science on how pupils learn, with a particular focus on the role of memory. Drawing on a wide variety of research, you will consider how to teach new content in a way that is accessible to pupils, so they are able to learn and succeed in your class.

1. Establishing a positive climate for learning

Getting the culture right in your classroom from the outset is a vital part of making sure your pupils learn. This block will cover the ways in which you can actively create a positive, productive and efficient learning environment.

There will be a strong emphasis on how you manage behaviour; once you secure this, you will be able to refine your practice in other areas. You will explore how you can establish your own routines and expectations, using your school policy to help you. The importance of building relationships will also be covered. Pupils need to feel that they are in safe hands: to believe that their feelings will be considered and understood. You will explore how you can develop a culture of respect and trust in the classroom.

Managing low-level disruption and implementing a behaviour policy can increase your workload and feel like a lot of pressure. Learning how to create a positive climate for learning in this block will support you with your workload by:

- Helping you make your expectations of pupils clear, to reduce low-level disruption.
 - Supporting you in teaching and embedding routines and rules, to reduce the need for behaviour interventions.
 - Teaching you how to use the least invasive behaviour strategies, to avoid escalating behaviour incidents unnecessarily.
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Week	Title
Week 1	Foundations of a positive climate for learning Understanding the evidence & the key factors in establishing a positive climate for learning
Week 2	Routines Establishing & reinforcing classroom routines
Week 3	Establishing high behavioural expectations Communicating your behavioural expectations in the classroom
Week 4	Maintaining high behavioural expectations Use of praise, rewards & sanctions in the classroom
Week 5	A supportive & inclusive learning environment Creating a culture of trust & respect so all pupils feel safe and secure to learn
Week 6	Putting it into practice Developing a positive, predictable & safe learning environment
Week 7	Reflection on learning Review & looking forward

2. How pupils learn

Helping pupils learn is the cornerstone of what teaching is all about. Despite best intentions, learning does not always take place. Unfortunately, it is not as simple as: you teach it, they learn it. Learning is affected by a multitude of factors, such as what prior knowledge pupils had, how many distractions there were in the classroom, and how much new content is being introduced at one time. There have been significant advances in cognitive science over the past 40 years, which have led to 'cognitive load theory'.

Understanding this helps teachers know how pupils learn, and importantly, how they can design instruction which optimises the environment for learning to take place. There are some really important factors of memory and cognition that underpin learning and this block will help you to understand these and their implications for teaching.

Your time as a teacher is a precious resource. By using these evidence-informed approaches, you optimise the potential for learning in every lesson. Instead of having to re-teach something later in the year, you can focus on getting it right the first time.

Week	Title
Week 8	Understanding how pupils learn Exploring the evidence of how pupils learn & an introduction to cognitive load
Week 9	Implications of cognitive load on how pupils learn Understanding the implications of cognitive load for teachers
Week 10	Introducing new content Considerations when planning to introduce new content
Week 11	Prior knowledge & misconceptions The importance of secure prior knowledge & identifying & preventing misconceptions forming
Week 12	Teaching complex material Sequencing content & breaking complex material into smaller steps
Week 13	Putting it into practice Teaching & learning approaches to avoid cognitive overload
Week 14	Reflection on learning Review & looking forward

SPRING

Spring term

The focus for the Spring term is exploring what makes effective teaching. This term is filled with practical ideas from the research to transform your teaching and enhance pupil learning. You will consider what you teach (your curriculum) and how you teach (pedagogy). There is an emphasis on effective planning; good teaching doesn't happen by accident. Good teaching is also built on a foundation of strong subject knowledge and so there are plenty of opportunities to extend your subject knowledge through the self-directed study materials as well as working with other colleagues in your subject area or phase.

3. Developing effective classroom practice – teaching and adapting

You won't spend long reading educational research before you come across a version of the statement: good teachers are the most important factor in influencing pupil outcomes. In this block, you will look at some more of the fundamental techniques that lead to effective teaching: presenting things in small steps, high-quality expositions, modelling and worked examples, scaffolding and guiding learning, practice and teaching pupils meta-cognitive strategies. Alongside looking at the techniques and strategies for effective teaching, you will learn about what it means to 'adapt your teaching'. At the core of this is recognising that pupils, like the rest of us, have differences. It is important to understand that our classrooms are diverse places and it is our responsibility as teachers to ensure that all pupils learn and make progress.

By focusing on doing things that are known to be effective and efficient, you are ensuring that the time you spend is valuable. The most important thing is that your pupils learn, and by using tried and tested teaching methods you maximise the chances that this will happen, saving you time later on when you may have had to re-teach. By explicitly teaching pupils meta-cognitive strategies, you are setting them up to be better independent learners. Over time, this will reduce the need for you to provide as many prompts or structures to support their learning.

Adapting your teaching to the needs of your pupils may sound like it will add to your workload, but there are lots of techniques that are effective at streamlining your workload and have an even bigger impact on pupil learning. For example, instead of planning a different resource for every pupil, planning one task with scaffolding to support pupils who need it, and being responsive to pupils in lessons and doing small group teaching, will reduce your planning time.

Week	Title
Week 1	Becoming an effective teacher Exploring the evidence behind effective teaching
Week 2	Structuring lessons Supporting pupil progress through well-structured lessons
Week 3	Effective teaching Expositions, modelling & effective practice
Week 4	Adapting teaching Pupil differences & catering to their needs
Week 5	Putting it into practice Becoming an effective teacher by using evidence-informed teaching & learning approaches
Week 6	Reflection on learning Review & looking forward

4. The importance of subject and curriculum knowledge

In recent years, there has been an increasing appreciation that a teacher's subject knowledge is critical. There is acceptance in the literature that secure subject knowledge is a defining characteristic of effective teaching. Block 4 has been designed with this in mind and seeks to support you with practical strategies to develop your subject and curriculum knowledge. It builds on everything you have learnt so far about classroom practice, assessment and feedback, how pupils learn and adaptive teaching. Secure subject knowledge will help you motivate your pupils and teach more effectively because you will be able to:

- Do better sequence learning
- Anticipate and overcome common misconceptions
- Teach explicitly
- Build a repertoire of strong examples
- Support pupils to transfer knowledge and skills more easily.

This block will also support you to develop your understanding of the importance of literacy and build a collection of teaching skills related to it. Every

teacher must take responsibility for improving pupils' literacy skills in their subject area.

The school workload reduction toolkit section on curriculum planning states that curriculum planning is critical and underpins effective teaching. However, it acknowledges that it must be productive and sustainable for teachers. There are five principles set out in that document, three of which are particularly relevant to your locus of control:

1. Planning a sequence of lessons is more important than writing individual lesson plans.
2. Planning should take place in purposeful and well-defined blocks of time.
3. Effective planning makes use of high-quality resources.

This block will support you to manage your workload by encouraging you to utilise the experience of other colleagues and existing resources. It will support you to focus your efforts on activities that will maximise impact over time, such as developing high-quality models.

Week	Title
Week 7	Subject & curriculum knowledge How secure subject & curriculum knowledge underpins effective planning and teaching
Week 8	Sequencing a coherent curriculum Identifying critical components of a subject & ensuring that pupils have time to learn & master these
Week 9	An introduction to literacy Every teacher a teacher of literacy
Week 10	Misconceptions & a deeper look at literacy Identifying potential misconceptions & exposing them in the classroom
Week 11	Putting it into practice Developing your subject knowledge & delivering a coherent, well-sequenced curriculum
Week 12	Reflection on learning Review & looking forward

SUMMER

Summer term

In the final term of your first year as an Early Career Teacher, the focus is on recognising and celebrating the learning that has taken place, both for your pupils and for you. You will consider effective approaches to assessment that are accurate, efficient and support you to make appropriate decisions in your planning and in the classroom. Working with other adults is a key element to teaching and so in the final half term you will work with your Mentor to reflect on the relationships you have built this year and how you can continue developing and growing these relationships into next year.

5. Assessment, feedback and questioning

Assessment is a really important, ongoing process of finding out what your pupils know and can do, where there are gaps and crucially what they and you need to do next to progress their learning. You won't find a teacher in England that tells you assessment is not a big part of their job. But are they doing it well? What does it even mean to do assessment well? Why is feedback so important as part of the assessment cycle? How often and how detailed should your assessments and feedback be? This block will support you to establish what effective assessment and feedback practices are. You will also explore questioning as a key tool of assessment.

Assessment and feedback can be onerous and can often have a disproportionate impact on workload. This block will support you to make assessment less of a burden on your workload through:

- Providing strategies to support you in reducing the time you spend marking by marking more efficiently.
- Providing strategies to make sure the assessments you set are purposeful and manageable.
- Working alongside colleagues to identify efficient approaches to assessment.

Week	Title
Week 1	What is 'good assessment & feedback'? Understanding the evidence of what makes assessment & feedback effective
Week 2	Assessment Purpose of assessment & avoiding common assessment pitfalls
Week 3	Assessing prior knowledge & extending pupils Techniques to find out what pupils know & to move them on when they are ready
Week 4	Questioning & classroom talk Using questioning & facilitating high-quality classroom talk
Week 5	Verbal feedback Providing effective verbal feedback to move pupils on
Week 6	Putting it into practice Effective assessment, feedback & questioning techniques
Week 7	Reflection on learning Review & looking forward

6. A people profession

This block, positioned at the end of your first year, provides an opportunity to reflect on your learning and successes while also helping you to look forward and consider how you will continue to develop your practice.

High-quality teaching is vital for the success of your pupils. Throughout this year you have been building your teaching repertoire and honing your practice. In this block you will revisit the ways you can help pupils experience success, influence their resilience, and encourage belief in their own abilities.

You will look at how you can work closely with parents/carers and colleagues in more depth, in order to build a culture of mutual trust and respect to get the best for each one of your pupils. As established in previous blocks, teachers are a powerful influence on their pupils' lives. You will consider the successes you have had this year in adapting your teaching to meet the individual needs of your pupils and explore how you can further your understanding of pupil differences.

At this point you will have established yourself in your role as a teacher. This block will encourage you to look at the wider role you could take in the school community and explore how you can do this successfully.

This block will support you and aim to reduce your workload through providing:

- An opportunity to reflect on your successes
 - Strategies to support you in building relationships with parents and colleagues in order to improve pupils' motivation, behaviour and academic success
 - An opportunity to reflect on the way you have managed your workload and strategies to support you with this as you go forward.
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Week	Title
Week 8	Building effective relationships Working with others in the teaching profession
Week 9	Pupils & their families Building positive relationships with your pupils & their parents and/or carers
Week 10	Your colleagues Working with other adults in your school, with a particular focus on your SENCO
Week 11	Teaching assistants Building relationships & working effectively with teaching assistants
Week 12	Looking after yourself Managing your workload & looking after your personal wellbeing
Week 13	Reflection on learning Review & looking forward



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