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YEAR 1 | EARLY CAREER TEACHER PROGRAMME GUIDE 2023

T **Teach** | Training
First | Partner

Early Career Framework – Year one

6 modules
(one per half term)

- 1** How can you create an effective learning environment?
- 2** How do pupils learn?
- 3** What makes classroom practice effective?
- 4** How can you use assessment and feedback to greatest effect?
- 5** How can you support all pupils to succeed?
- 6** How can you design a coherent curriculum?

Optional

- ▶ Stretch content
- ▶ My wellbeing module
- ▶ Excellent Teaching in Special Schools module



Time commitment

for ECTs

- ▶ **Induction**
6 hours
- ▶ **Self-directed study**
4 hours 30 min per half term
- ▶ **Seminars**
2 x 1 hour 30 min seminars per half term
- ▶ **Mentoring**
Weekly sessions

Time commitment

for mentors

- ▶ **Induction**
6 hours
- ▶ **Mentor assessment**
30 min
- ▶ **Overview videos**
1 hour per half term (approx.)
- ▶ **Seminars**
1 hour per half term
- ▶ **Optional self-directed study**
30 min per half term
- ▶ **Mentoring**
Weekly sessions

Early Career Framework – Year two

6 development cycles
(one per half term)

- 1** Developing pupils' intrinsic motivation
- 2** Supporting pupils to develop subject-specific skills
- 3** Using meaningful and memorable explanations
- 4** Anticipating and addressing common misconceptions
- 5** Using structured talk to develop pupils' literacy
- 6** Developing a coherent curriculum

Optional

- ▶ Implementing research in your classroom
- ▶ An introduction to effective mentoring
- ▶ An introduction to becoming a careers leader
- ▶ Preparing for middle leadership

Time commitment

for ECTs

- ▶ **Induction**
6 hours
- ▶ **Self-directed study**
45 min per half term
- ▶ **Seminars**
1 hour 30 min per half term
- ▶ **Mentoring meetings**
Fortnightly sessions
- ▶ **Demonstration**
1 hour per half term

Time commitment

for mentors

- ▶ **Induction**
4 hours 30 mins
(3 hour seminar, 1 hour 30 min self-directed study)
- ▶ **Mentor assessments**
Two assessments, 30 min each
- ▶ **Optional self-directed study**
30–45 min per half term
- ▶ **Seminars**
One in term 2 and one in term 3
(1 hour each)
- ▶ **Mentoring meetings**
Fortnightly sessions
- ▶ **Optional demonstration**
1 hour per half term

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Introduction

**Welcome to the Teach First Early Career Framework (ECF) programme.
We're delighted to help you get the best possible start to your teaching career.**

This programme guide will support you with the ECF programme. It contains:

- information about the ECF and working with Teach First
- course delivery
- an overview of roles and responsibilities of an ECT, mentor and ECF induction tutor
- the programme structure
- how the ECF supports your statutory induction
- what does year two look like?
- your role and responsibilities
- appendices, including the programme member code of conduct, the ECF and Teachers' Standards and the precise action and progression record



About the Early Career Framework

The Early Career Framework (ECF) is a fully-funded, two-year package of structured training and guidance for early career teachers (ECTs). The ECF is at the heart of the DfE's teacher recruitment and retention strategy to transform the support provided to you at the beginning of your teaching career. It's informed by the best available research and ensures you have the dedicated time you need to focus on your development.

All ECTs, no matter how they initially trained, are expected to complete the ECF. It has replaced the one-year induction. The training starts at the beginning of a teacher's first year in teaching and continues throughout the following year.



Working with Teach First

By working with Teach First, your school will benefit from the following:

- **School-led approach:** Developed with schools, for schools.
- **Local delivery:** Programme delivery by local experienced teachers.
- **Experience:** 20 years helping new teachers get better, faster – whether they trained with us or not.
- **Expertise:** Cutting edge, research-led training, rated 'Outstanding' by Ofsted in all areas.
- **Flexibility:** Online learning resources that fit around teachers' timetables.
- **Tailored:** Subject- and phase-specific support from our specialists, for teachers and their mentors.
- **Wellbeing:** A module available for teachers and mentors to help manage their workload and wellbeing.
- **Additional support:** Access to an optional module 'Excellent Teaching in Special Schools' designed to provide additional support and training for ECTs working in Special Schools.



“The content is really the most cutting-edge, evidence-based strategies and techniques there are. There are also lots and lots of helpful videos of best practice teaching to illustrate the content which my ECTs have said has been invaluable to them. The content is concise and easy to work through for both mentors and ECTs. Neither of my ECTs see the online content as a burden but a helpful additional resource to help them.”

**John Stanier, Assistant Head
at Great Torrington School**

Great Torrington School participated in the Teach First ECF early roll-out, through our Delivery Partner TSSW.

Access to the My Wellbeing course

ECTs and mentors can access materials and resources from Teach First's My Wellbeing course. The course can be accessed via the Brightspace platform and is designed to help a teacher perform and feel at their best.

Both ECTs and mentors can engage with the course as much or as little as they wish.

It will support them to develop knowledge and understanding in the following areas:

- Developing knowledge of the emotional regulation systems.
- Increasing the daily experience of recovery.
- Raising awareness of the narratives you hold about yourself.
- Reflecting on your personal values and how they guide your life.

Course delivery

MY TEACH FIRST

My Teach First is the online platform you'll use to access your self-directed study materials. You will receive a welcome email, followed by a separate email detailing your My Teach First log in information. If you have not received your log in details within seven days of the welcome email or have any technical issues, please get in touch via the ['contact us'](#) button on My Teach First.

BRIGHTSPACE

Brightspace is the learning platform that hosts all online content. You can access this through My Teach First using the Brightspace Learning Platform link on your homepage. Your mentor and ECF induction tutor will also have access to Brightspace and will be able to monitor your progress.



Roles and responsibilities

Overview of roles

EARLY CAREER TEACHER (ECT)

As an Early Career Teacher (ECT), you have successfully completed your teacher training and are in the first two years of teaching. You are entitled to a two year programme of support aligned to the Early Career Framework. The term ECT supersedes Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT).

MENTOR

The mentor is a subject or phase specialist in your school. They are responsible for your progress, meeting with you regularly to support your development.

ECF INDUCTION TUTOR

The ECF induction tutor is appointed by the headteacher/principal and has overall responsibility for the development of an ECT, providing regular monitoring, support, and coordination of assessment. The ECF induction tutor will conduct the formal assessment at the end of each year, against the Teachers Standards, the results of which are shared with the appropriate body. They may also be referred to as ECF induction coordinator.

SEMINAR FACILITATORS

Seminar facilitators are experienced practitioners who are experts in training teachers. These sessions will either be online or delivered in-person.

DELIVERY PARTNERS

Partners working with Teach First to deliver the Early Career Framework programme in your school. All delivery partners are highly experienced in training and supporting teachers as well as leading local and national networks. Delivery partners will be leading the ECF programme for you and your mentor in school.

Overview of responsibilities

So that you have a clear understanding of what is expected of you and the support you should receive in school, we have outlined the responsibilities of ECF induction tutors, mentors and ECTs below.

RESPONSIBILITIES		
ECF INDUCTION TUTOR	MENTOR	EARLY CAREER TEACHER
<p>Should:</p> <ul style="list-style-type: none"> • be a senior leader in school with responsibility for overseeing the effective implementation of the ECF programme • make sure the programme complements statutory induction • make sure timetables allow for engagement • maintain ECT and mentor engagement • select an appropriate mentor • follow the process for changing mentors • quality assure the programme 	<p>Should:</p> <ul style="list-style-type: none"> • be an experienced teacher who is "paired" with the early career teacher to support them directly through the programme • complete the induction • monitor ECT engagement • arrange interactions • select the highest leverage area of development • complete mentor assessment • attend seminars • inform delivery partner if they can't attend the seminar 	<p>Should:</p> <ul style="list-style-type: none"> • complete induction • engage with self-directed study • attend seminars • inform delivery partner if they cannot attend a seminar • attend mentor interactions

Your ECF induction tutor will be provided with access to Brightspace. This means they'll be able to access the content created for you and your mentor, as well as track and monitor your engagement. Delivery partners and Teach First regularly provide ECF induction tutors with engagement data as this is a DfE funded programme, and funding is dependent on participation. If there are concerns around a continuous lack of interaction with these resources, this will be discussed with your mentor and ECF induction tutor.

Programme members also have a responsibility to abide by the Teach First programme member code of conduct. This can be found in [Appendix A](#) and should be read through in full by you, your mentor and ECF induction tutor.

Programme structure

Induction

To make sure you are able to engage with everything the Early Career Framework (ECF) programme has to offer, each year you will receive a full programme induction.

During this induction, you will receive training on all aspects of the programme and how it will support you to develop your expertise. You will also be trained on the feedback model that will be used by your mentor during your weekly interactions.

In-year training

During year one, you'll cover six modules. Your module dates can be found in the Programme Overview you received with your programme guide. These modules have been written by experts in their fields and are underpinned by cutting edge research.

WHAT DOES EACH MODULE LOOK LIKE?

Self-directed study

Each module requires 4 hour 30 min of self-directed study, broken down into weekly bitesize sessions encompassing a range of exemplification materials, online activities and reflection.

Group seminars

Each module includes two 1 hour 30 min small group seminars to discuss and debate the core content with other ECTs. You will be informed by your delivery partner when these are taking place.

Instructional coaching

A half-termly cycle of agreeing development needs, practising your craft, receiving rich feedback and having the opportunity to practise with your mentor. This will take place during your weekly mentor meetings.

SELF-DIRECTED STUDY MATERIAL

The self-directed study material is broken down into six modules, covering the standards set out by the ECF. It will all be available via My Teach First on a learning platform called Brightspace.

All of the modules and self-directed sessions will be made available for you to access from the start of the programme. This will allow for an element of flexibility so you and your mentor may choose to focus on a specific session that is the most pertinent to your needs at that point in time.

Each half term you'll need to complete 4 hours 30 min of self-directed study, which you can do at your own pace. The content has been broken down into weekly sessions – we recommend arranging time at the beginning of each week to complete the work as your accompanying mentor interactions will be based on the content.

Your ECF induction tutor and mentor will also be provided with access to Brightspace. This means they'll be able to access the content created for you and your mentor, as well as track and monitor your engagement. If there are concerns around a continuous lack of interaction with these resources, this will be discussed with your mentor and ECF induction tutor.

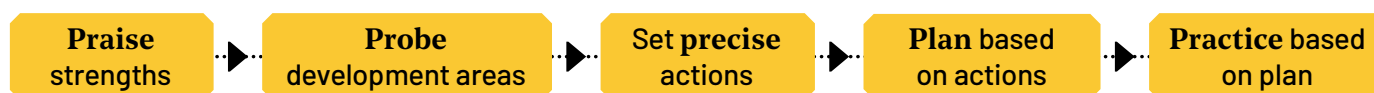
At the end of each module, there's an optional session called 'stretch material'. This session is designed to further your understanding of a certain area or topic linked to the module focus. You can access this at any time throughout the module, but it's recommended that you access this once you're confident with the content covered in the weekly sessions. Each stretch session takes about 90 minutes.

WEEKLY MENTOR INTERACTIONS

Your mentor interactions will take place weekly in the first year. Each session will follow a feedback coaching model.

This form of high-impact feedback not only identifies strengths and areas of development, but also provides a space for you to plan and rehearse actions linked to your areas of development and immediately alter your practice. It moves away from traditional lesson observation, which can be generic, often with targets that are too broad or that give the 'what' but not the 'how'. Instructional coaching will be used by your mentor to feed back following a lesson observation, or to practise a discrete skill or technique.

The feedback model will enable your mentor to give you specific and actionable feedback. It will help you to identify your strengths and areas of development. Following this, it will provide you with a space to plan and practise actions linked to your areas of development, which is crucial as it helps to build automaticity of good teaching practice. The stages of the feedback model are:



SEMINARS

During the first year of the programme, you should attend two seminars per half term. The seminars are linked to the content you cover in your online self-directed study materials.

The purpose of these seminars is for you to:

- receive continuing professional development (CPD) linked to the standards covered in the ECF
- hear from expert colleagues
- have an opportunity to discuss, practise and reflect on your learning as you apply it to your own practice

You can find more detail on the content of the group training seminars for each module in the following table.

SEMINAR TOPICS		
MODULE	SEMINAR 1	SEMINAR 2
Module 1: How can you create an effective learning environment?	Using praise and consequences effectively	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Building well organised mental models
Module 3: What makes classroom practice effective?	Using examples and non-examples	Using questioning to extend and challenge pupils
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing pupils' language comprehension and writing in your subject and phase	Adaptive teaching and the graduated approach
Module 6: How can you plan a coherent curriculum?	Identifying and sequencing concepts and knowledge	Supporting pupils to think critically

PRE- AND POST-MODULE QUIZZES

At the beginning and end of each online module, you'll be asked to complete a short quiz. These quizzes can be found on Brightspace and you'll be asked to complete them before beginning your self-directed study materials.

The quizzes aren't meant to 'catch you out' on what you do or don't know, but to highlight areas of learning and development within the module to both you and your mentor. It's unlikely you'll know all of the answers to the questions in the pre-quiz as you won't have completed your study around this module – but research shows asking questions about a text before it's read increases the likelihood the content will be retained when accessed (Carpenter & Toftness, 2017).

MY WELLBEING

The course is made up of five sessions, all of which are optional. As the knowledge and content shared in the first two sessions are essential for understanding and managing wellbeing, we recommend you cover these two sessions first.

Session 1: The emotional regulation systems

Session 2: Prioritising recovery

Session 3: Values. *What are your genuine personal values? How do these guide your life?*

Session 4: Internal narratives. *Do you have a harsh internal narrator that tells you you're useless? How can you develop a more self-compassionate narrator?*

Session 5: Positive psychology interventions. *How can you increase the positivity experienced by you and your team or pupils?*



Supporting your statutory induction

Early Career Framework-based training is expected to be embedded as a central aspect of induction - it is not an additional training programme. An appropriate body has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put an induction programme in place for you and for ensuring that this programme of support is clearly based on the ECF. The ECF does not replace statutory induction, but instead should complement it. The Teach First ECF programme will provide the induction training that you require.

PROFESSIONAL PROGRESS REVIEWS

To ensure the requirements of your induction can run in conjunction with the programme, time has been allocated for the ECF induction tutor to carry out one 30-min professional progress review each term where a formal assessment is not scheduled. The ECF induction tutor should meet with you to review your progress against the Teachers' Standards in line with guidance from the appropriate body.

These are not formal assessments so there is no need for you to create evidence for this. However, you should provide copies of existing evidence as agreed with your ECF induction tutor.

A written record of each progress review should be provided to you after the meeting stating whether you are on track to complete induction or not.

You can find more information on assessments within the [DfE's Induction for early career teacher's guidance document \(2021\)](#).

FORMAL ASSESSMENTS

There is time allocated for the ECF induction tutor to carry out a formal assessment at the end of each year, who will be supported with guidance from the appropriate body.

There is no need for you to create anything new for this - you should draw from your work as a teacher and from your induction programme.

Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF. You should be kept up to date on your progress.

The final assessment meeting will take place at the end of the induction period. This will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether your performance against the Teachers' Standards is satisfactory, unsatisfactory or whether an extension should be considered.

Once assessment reports have been completed, you should add your comments. They should then be signed by the ECF induction tutor, headteacher/principal and yourself. Once signed, you should be given the original and a copy should be sent to the appropriate body shortly after each meeting, and within ten working days of the final assessment meeting.

You should establish with your ECF induction tutor when you can anticipate the professional progress reviews taking place. The first formal assessment will take place at the end of the year, carried out by the ECF induction tutor.

For more information on how the ECF training supports induction, please see [Appendix B](#).

Early Career Framework programme: year two

The aim of the second year is to secure and further develop your pedagogical knowledge and skills in your subject and/or phase.

Seminars will build on key themes covered in year one to consolidate and stretch understanding, and will be explored through a subject-specific lens to help you develop subject and pedagogical knowledge to impact practice. The subject-specific training is a great asset of the Teach First ECF programme as developing strong subject knowledge is essential for being an effective teacher (Coe et al, 2014).

DEVELOPMENT CYCLE FOCUS	
Half term 1	Developing pupils' intrinsic motivation
Half term 2	Supporting pupils to develop subject-specific skills
Half term 3	Using meaningful and memorable explanations
Half term 4	Anticipating and addressing common misconceptions
Half term 5	Using structured talk to develop pupils' literacy skills
Half term 6	Developing a coherent curriculum

These themes have been selected as they are considered some of the more challenging aspects of teaching to master. To support your development as a teacher, your mentor will help you to identify the highest leverage area for development and set actions step(s).

In year two, you will:

- continue to have access to all the online materials from year one, including stretch content to deepen knowledge
- complete 45 min of self-directed study each half term
- meet your mentor for 1 hour every two weeks
- attend a phase/subject-specific seminar every half term to collaborate on learning and development

As you come towards the end of the second year of your training, you will likely be thinking of what comes next. You will be able to access the Optional Leadership Series, made up of four sessions, that will help you prepare for your next step in school and support your interest in new roles.

These modules are:

- Implementing research into your classroom.
- An introduction to effective mentoring.
- An introduction to becoming a careers leader.
- Preparing for middle leadership.

Your role and responsibilities

Attend seminars

You will be expected to attend two seminars per half term.

Inform delivery partner if you can't attend a seminar

If you are unable to attend a specific seminar throughout the year, you should inform your delivery partner.

Concerns around a continuous lack of attendance will be discussed with the ECF induction tutor and mentor.

All programme members have a responsibility to abide by the Teach First programme member code of conduct. This can be found in [Appendix A](#) and should be read through in full by you, your mentor and ECF induction tutor.

Engage with self-directed study

You're required to complete approximately 4 hours 30 min of self-directed study each half term, which can be accessed through My Teach First.

To support you in engaging in the content, the following processes are in place:

- Automated emails to update you on your progress with the self-directed study, and to remind you, if applicable, to complete the session.
- An end of module automated email, updating both you and your mentor on your progress to date.
- A termly update to ECF induction tutors on overall school engagement with the programme.

Appendix A: Programme member code of conduct

Teach First programmes are designed for you to learn, progress, and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This code of conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme.

GENERAL CONDUCT

- Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions if online.

UNDERSTANDING

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

OPENNESS

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

PROFESSIONALISM

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (e.g. a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre-work will be made clear to you via My Teach First, including the dates for completion.
- Respond in a timely manner to any communications, requests, or instructions from Teach First and delivery partner staff.

ONLINE ENGAGEMENT

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focused on the outcomes of the programmatic content.
- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off or silenced your mobile phone to avoid distracting others.
- Ensure that, where possible, you have joined a live session from a suitable location (not a noisy or public place, for example) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.
- Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

SOCIAL MEDIA

- Use social media in a responsible and respectful manner – whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

REPORTING UNACCEPTABLE BEHAVIOUR

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
 - > Share it directly with your Teach First support role, if you have one.
 - > Report it using the '[contact us](#)' function on My Teach First to send an email to the Teach First contact centre.
 - > Send an email to teachfirstwelfare@teachfirst.org.uk, which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
 - > Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

CHILD SAFEGUARDING CONCERNS

You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.

Appendix B: The ECF and Teachers' Standards

Whilst the ECF is presented around the Teachers' Standards, ECTs should not be assessed against the ECF itself. As a reminder: ECF-based training is separate from the formal assessment of an ECT's performance against the Teachers' Standards.

ECTs must not be assessed:

- against the knowledge, skills and working habits described in the ECF
- on the activities or assignments from their ECF-based training

ECTs can use documentation from ECF-based training to help prove they have met the Teachers' Standards, but they:

- cannot fail any part of their ECF-based training
- do not need to fully complete their ECF-based training to pass induction

(DfE, 2022)

If ECTs wish to use documentation from their ECF training to support in proving they have met the teachers' standard, the below table can be used as a guide to which modules relate to which Teachers' Standards. Please note this is not an exhaustive list as they are woven throughout the training, the below identifies the key areas only.

High Expectations (Standard 1 – Set high expectations)

- Year 1 Module 1: How can you create an effective learning environment?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

How Pupils Learn (Standard 2 – Promote good progress)

- Year 1 Module 2: How do pupils learn?
- Year 2 Development Cycle 3: Using meaningful and memorable explanations
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

- Year 1 Module 6: How can you design a coherent curriculum?
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions
- Year 2 Development Cycle 5: Using structured talk to develop pupils' literacy
- Year 2 Development Cycle 6: Developing a coherent curriculum

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

- Year 1 Module 3: What makes classroom practice effective?
- Year 2 Development Cycle 2: Supporting pupils to develop subject-specific skills
- Year 2 Development Cycle 3: Using meaningful and memorable explanations
- Year 2 Development Cycle 5: Using structured talk to develop pupils' literacy

Adaptive Teaching (Standard 5 – Adapt teaching)

- Year 1 Module 5: How can you support all pupils to succeed?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

Assessment (Standard 6 – Make accurate and productive use of assessment)

- Year 1 Module 4: How can you use assessment and feedback to greatest effect?
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions

Managing Behaviour (Standard 7 – Manage behaviour effectively)

- Year 1 Module 1: How can you create an effective learning environment?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

- Year 1 Module 5: How can you support all pupils to succeed?

Appendix C: Precise action and progression record

Keep a record of your weekly actions and progress by completing this record sheet during your mentor interactions. This will help you to track and reflect on the progress you are making across the programme whilst also helping structure conversations with your mentor.

MODULE 1 – HOW CAN YOU CREATE AN EFFECTIVE LEARNING ENVIRONMENT?			
FOCUS	DATE	PROGRESS TOWARDS PREVIOUS ACTION(S)	PRECISE ACTION(S) GIVEN
Entry and settling routines			
Precise praise and acknowledgement			
Positive and least invasive behaviour management strategies			
Addressing persistent and challenging behaviour			
Motivating pupils to engage			
Increasing pupil participation			

MODULE 2 – HOW DO PUPILS LEARN?

FOCUS	DATE	PROGRESS TOWARDS PREVIOUS ACTION(S)	PRECISE ACTION(S) GIVEN
Identifying key prior knowledge and vocabulary			
Breaking complex material and explanation into small steps			
Combining verbal explanation and graphical representation			
Worked or partially completed examples			
Designing low-stakes retrieval quiz			
Delivering ow-stakes retrieval quiz			

MODULE 3 – WHAT MAKES CLASSROOM PRACTICE EFFECTIVE?

FOCUS	DATE	PROGRESS TOWARDS PREVIOUS ACTION(S)	PRECISE ACTION(S) GIVEN
Effective explanations			
Thinking aloud			
Guided practice			
Guided and independent practice			
Questioning for understanding			

MODULE 4 – HOW CAN YOU USE ASSESSMENT AND FEEDBACK TO GREATEST EFFECT?

FOCUS	DATE	PROGRESS TOWARDS PREVIOUS ACTION(S)	PRECISE ACTION(S) GIVEN
Assessment opportunities			
Anticipating and identifying misconceptions through questioning			
Monitoring independent practice			
Verbal feedback			
Self-assessment			

MODULE 5 – HOW CAN YOU SUPPORT ALL PUPILS TO SUCCEED?

FOCUS	DATE	PROGRESS TOWARDS PREVIOUS ACTION(S)	PRECISE ACTION(S) GIVEN
Developing pupils' vocabulary			
Implicitly and explicitly teaching vocabulary			
Pre-teaching			
Adaptive teaching			
The graduated approach			
Adapting practice to support pupils with additional needs			

MODULE 6 – HOW CAN YOU PLAN A COHERENT CURRICULUM?

FOCUS	DATE	PROGRESS TOWARDS PREVIOUS ACTION(S)	PRECISE ACTION(S) GIVEN
Deciding topic for scheme of work and where to go for expert guidance			
Identifying the concepts, knowledge and skills in a scheme of work			
Developing the sequencing of teaching and learning in a scheme of work			
Common misconceptions and strategies to master concepts, knowledge and skills			
Developing practice and concrete examples/non-examples into a scheme of work			
Building spaced exposition, practise and retrieval practice into a scheme of work			
Reflection on the year and next continued areas of development			

References

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