

Early Career Professional Development Programme: Curriculum Overview 2022/2023

Version 1

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ECPDP aims to enable Early Career Teachers (ECTs) to reflect on and challenge their own practice, supported through mentoring, learning networks and tailored training.¹ The intended outcome is the development of a secure professional identity,² which underpins teachers' feelings of self-efficacy, resilience and sense of purpose, and therefore the likelihood of their staying in the profession.³

Together with our content partners we devised 10 design principles, committing that our materials and training will:

1. Cover every 'Learn that' and 'Learn how' statement in the ECF;
2. Align to the DfE's *Professional Development* and *Mentor Standards*, outlining explicit learning outcomes;
3. Build on and showcase the best international evidence, led by the ECF, and encourage practitioner-engagement with research;
4. Scaffold a secure foundation of knowledge, cohering to the order and timings of the agreed Sequence;
5. Enable revisiting of core knowledge, building on teachers' growing experience, increasing capacity to be self-challenging, and consolidating improvements in classroom practice;
6. Be succinct and appropriately pitched, supporting critical reflection on practice;
7. Have flex and scope for differentiation and extension (accommodating ECTs' differing starting points), and contextualization in practice;
8. Support teachers to engage with professional networks;
9. Be accessible digitally and on the move, minimising workload pressures;
10. Construct Products 1–4 (the Core Induction Programme) as a standalone package that, with the guidance provided, can be used by all quality-assured facilitators and teachers.

¹ McIntyre, J. & Hobson, A.J. (2015). Supporting beginner teacher identity development: external mentors and the third space. *Research Papers in Education*, 31 (2). 133-158.

² Beijjaard, D., Meijer, P.C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, 20(2), 107-128.

³ Day, C., & Gu, Q. (2010). *The new lives of teachers*. London: Routledge.

Our materials for both the [Core Induction Programme \(CIP\)](#) and [Full Induction Programme \(FIP\)](#) have been created in close collaboration with teacher-educators, school-leaders and experienced Mentors from across phases/specialisms, and as such have been designed to:

- a. meet the needs of [ECTs](#), understanding:
 - their entitlement to high-quality Induction, ensuring full coverage of the ECF;
 - the variety of routes into teaching;
 - their different levels of prior knowledge, skills, capabilities and confidence;
 - their various subject, specialism, phase and school contexts, and related teacher-identities;
 - common misconceptions and challenges;
 - their workload and time constraints;
 - the stresses of the steep learning-curve of their first few years in teaching.
- b. meet the needs of [Mentors](#), understanding:
 - their right to use this as their own PD opportunity;
 - their own prior knowledge of all areas in the ECF, as well as skills, capabilities and confidence;
 - common challenges and professional concerns;
 - the need for seamless alignment with existing Mentor Standards;
 - their other school commitments;
 - their workload.
- c. meet the needs of [schools](#), understanding:
 - timetabling constraints, the dates set for ECTs' statutory assessments and reviews, and the busiest times in the school calendar;
 - the potential for schools to use the Core Induction Programme to develop their own Induction programmes.

The Sequence is the blueprint for the materials and training: all products within the CIP and FIP flow from the ordering and weighting it assigns to each element of the ECF. Developed using our design principles, the Sequence is constructed to take ECTs from *foundational* understanding of concepts through to *mastery*. This is enabled through carefully timed revisiting of key ECF concepts/topics, building in higher levels of complexity and depth – as appropriate to ECTs’ growing experience, understanding and confidence. Over our carefully sequenced two-year Programme, Early Career Teachers will:

- build a strong understanding of the content of the Early Career Framework;
- explore the evidence behind education research and implications for classroom teachers;
- develop their teaching through practical ideas and exemplifications of the research in practice;
- reflect on their development, identify areas of strength and areas for improvement supported by a fully trained Mentor;
- engage in collaborative learning, sharing of best practice and expert challenge with a community of other Early Career Teachers.

Our approach draws on the psychology of *interleaving* and *spaced practice* for knowledge retention/recall⁴ – cognitive science which reinforces the traditional principles of the spiral curriculum, where new learning is related to previous learning.⁵ Evidence on teacher-PD shows that programmes which feature ‘multiple iterative activities’ are more likely to lead to sustained change in practice.⁶ Therefore the revisiting of key concepts allows teachers to reconsider ideas in the light of their increasing knowledge and developing practice.⁷ Revisiting also enables greater differentiation, taking into account ECTs’ different starting points, allowing repeat opportunities for ECTs to explore concepts that they, individually, find challenging or want to further explore. These opportunities for remedial, extension and/or adaptation work have been made explicit in the Mentor guidance materials, and scaffolded in session-templates.

⁴ Cepeda, N.J., Vul, E., Rohrer, D., Wixted, J.T. & Pashler, H. (2008). Spacing effects in learning: A temporal ridgeline of optimal retention. *Psychological science*, 19(11), 1095-1102; 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*, 14(1), 4-58.

⁵ Bruner, J.S. (1960). *The process of education*. Harvard University Press; Harden, R. M. & Stamper, N. (1991) What is a spiral curriculum? *Medical Teacher*, (21), 2, 141- 143.

⁶ Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015). Developing Great Teaching: Lessons from the International Reviews into Effective Professional Development [online]. Available: <http://dro.dur.ac.uk/15834/> [accessed 20 June 2019].

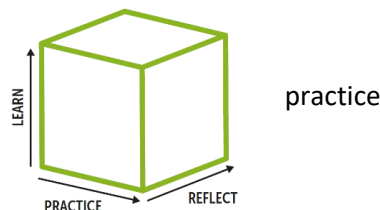
⁷ Avalos, B. (2016). Learning from research on beginning teachers. In *International handbook of teacher education*, 487-522. Springer, Singapore; Beijgaard, D., Meijer, P.C. & Verloop, N. (2004). Reconsidering research on teachers’ professional identity. *Teaching and teacher education*, 20(2), 107-128.

Across the two years, ECTs will work through 12 Blocks (or modules) in total, one per half term. Each Block has been designed based on international best practice of effective professional development, and includes:

- **Self-Directed Study Materials:** Interactive self-study materials that explain the research behind the Early Career Framework and give exemplifications of what this looks like in the classroom. There is also protected time in Year 1 as part of these materials to observe colleagues and to be observed.
- **Webinars:** Interactive webinars based on each block
- **Mentor Sessions:** One-to-one sessions to help ECTs translate the research into their own practice and reflect on their learning and development.
- **Training Sessions:** Group sessions for ECTs to explore the Early Career Framework with their peers. These sessions will be facilitated by an expert practitioner who will extend ECTs' thinking and support their planning by sharing practical applications of the research in the classroom.

Each Block provides ECTs with the time to:

- **Learn** the content from the Early Career Framework
- Put the learning into **practice** with suggestions for classroom
- **Reflect** on their professional and personal development.



Our materials are designed to work for all Early Career Teachers regardless of subject, phase or context. Exemplars have been drawn from a wide range of specialisms and phases and chosen specifically for their relatability. Even if ECTs do not teach pupils at the particular stage the example refers to, the point being demonstrated will still be clearly relevant.

Each Block starts with a '**why this, why now?**' summary, which states the purpose of the Block and sets it in the context of ECTs' experience, understanding and confidence. Many aspects of the Early Career Framework are interconnected (for example, quality assessment is not entirely distinct from quality planning or curriculum design). While we have maintained a specific deep focus for each Block, so that ECTs have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas. This encourages the Mentors and facilitators to support the contextualisation and inter-linking as well.

N.B this is a guide, but depending on school half terms, the mentor in liaison with the ECT could select the most relevant topics to cover in order to fit in with the number of weeks in the term

Programme Curriculum: The Blocks

Year 1 <p>Year 1 is an introduction to the key themes and statements in the Early Career Framework. The focus is on helping ECTs to establish themselves in the classroom, drawing on the best international evidence for what works in education. ECTs will work on core principles and techniques of effective teaching, including lesson planning, expositions, assessment, feedback and managing behaviour. Throughout each Block (module) they will find practical, accessible self-study activities to support their development. These will be further supplemented by regular sessions with their Mentor and training sessions led by an expert practitioner. These sessions are designed to support ECTs to translate the research into their classroom, with opportunities to discuss research, observe colleagues, practise new techniques and reflect on their progress and next steps.</p>	Year 2 <p>The structure of the Blocks in Year 2 replicates that of Year 1. Any remaining statements from the Early Career Framework will be covered, and many of the same themes from Year 1 will be revisited in greater depth to strengthen and further ECTs' practice. During Year 2, the focus is on mastering key ideas in the Early Career Framework. ECTs will be encouraged to reflect on the links between themes, in the light of their increasing knowledge and developing practice. They will continue to work with their Mentor to reflect on the progress they have made, and by the end of the year they will identify future opportunities for development or specialisation for the next stage of their career. Training sessions provide additional support and access to a supportive peer network of other Early Career Teachers.</p>
Block 1: Establishing a positive climate for learning	Block 7: Embedding a positive climate for learning
Block 2: How pupils learn: memory & cognition	Block 8: How pupils learn: making it stick
Block 3: Developing effective classroom practice: teaching & adapting	Block 9: Enhancing classroom practice: grouping & tailoring
Block 4: The importance of subject & curriculum knowledge	Block 10: Revisiting the importance of subject & curriculum knowledge
Block 5: Assessment, feedback & questioning	Block 11: Deepening assessment, feedback & questioning
Block 6: A people profession	Block 12: Continuing your professional development

EARLY CAREER PROFESSIONAL DEVELOPMENT

Programme Delivery Model

	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
MENTOR	Regional Training 5 HRS EACH						5 HRS
	Local group sessions 3 HRS EACH						6 HRS
	Peer-to-peer 1 HR EACH						10 HRS
	Webinars 1 HR EACH						10 HRS
	Reading and reflection						5 HRS

	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
ECT	Regional Training 5 HRS			6 HRS			11 HRS
	Local group sessions 3 HRS EACH						12 HRS
	Webinars 1 HR EACH						7 HRS
	Self study						31 HRS
	Weekly mentor sessions			Fortnightly mentor sessions			

Programme Curriculum: termly scope & sequence (ECTs)

This table identifies what materials ECTs and mentors should be covering by week. This has been created as a model of best fit and terms and dates will vary between schools.

YEAR 1, AUTUMN 2022 (TERM 1) (BLOCKS 1 & 2)

Block 1 : Establishing a positive climate for learning		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions
Week 1	Foundations of a positive climate for learning Understanding the evidence & key factors in establishing a positive climate for learning	1.1 Video introduction to the Block 1.2 Understanding the evidence – The importance of expectations, routines & relationships	Webinar 1.1: Welcome to Block 1: A positive climate for learning	1.1 Setting the scene & understanding your role in establishing positive behaviour	Mentor Local Group session 1 – Introduction to the programme -Overview of the programme and the role of the mentor -Establishing a strong ECT-mentor partnership – Instructional Coaching -Your professional network – how we will support each other ECT Local Group Session 1 – Positive behaviour management and cognitive architecture -Positive behaviour interventions -Escalating behaviour and maintaining relationships -Cognitive architecture – how pupils learn
Week 2	Routines Establishing & reinforcing classroom routines	1.3 Classroom routines		1.2 Establishing & reinforcing routines	
Week 3	Establishing high behavioural expectations Communicating your behavioural expectations in the classroom		Webinar 1.2: Setting clear expectations	1.3 Establishing consistently high behavioural expectations	
Week 4	Maintaining high behavioural expectations Use of praise, rewards & sanctions in the classroom	1.4 Maintaining consistently high behavioural expectations		1.4 Reinforcing routines & positive behaviour in the classroom	
Week 5	A supportive & inclusive learning environment Creating a culture of trust & respect so all pupils feel safe & secure to learn	1.5 Your role in establishing positive behaviour		1.5 Establishing & maintaining a supportive, inclusive environment	



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Week 6	Putting it into practice Developing a positive, predictable & safe learning environment	1.6 Planning your observations			
Week 7	Reflection on learning Review & looking forward	1.7 Reflecting on learning		1.6 Review & looking forward	
Block 2 : How pupils learn		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	
Week 8	Understanding how pupils learn Exploring the evidence of how pupils learn & an introduction to cognitive load	2.1 Video introduction to the Block (10) 2.2 Understanding the evidence – how pupils learn (50)	Webinar 2.1: Welcome to Block 2: How pupils learn: memory and cognition (30 mins)	2.1 Setting the scene & reducing the cognitive load (60)	
Week 9	Implications of cognitive load on how pupils learn Understanding the implications of cognitive load for teachers		Webinar 2.2: Cognitive load	2.2 The importance of prior learning	
Week 10	Introducing new content Considerations when planning to introduce new content			2.3 Uncovering misconceptions	
Week 11	Prior knowledge & misconceptions The importance of secure prior knowledge & identifying & preventing misconceptions forming	2.3 Learning about prior knowledge, misconceptions & worked examples		2.4 Sequencing content from foundational skills to more complex	
Week 12	Teaching complex material Sequencing content & breaking complex material into smaller steps			2.5 Teaching complex ideas – breaking into smaller steps, reducing distractions	



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Week 13	Putting it into practice Teaching & learning approaches to avoid cognitive overload	2.4 Developing your teaching – Teaching & learning approaches		2.6 Worked examples	
Week 14	Reflection on learning Review & looking forward	2.5 Improving your teaching – lesson observations 2.6 Reflecting on learning		2.7 Review & looking forward	

Block 3: Developing effective classroom practice: teaching & adapting		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions Term 2 spring term Blocks 3 and 4
Week 1	Becoming an effective teacher Exploring the evidence behind effective teaching	3.1 Video introduction to the Block 3.2 Understanding the evidence 1 – Effective teaching	3.1 Welcome to Block 3: Establishing effective classroom practice	3.1 Setting the scene & becoming an 'effective teacher'	Mentor Regional Training Session 1– Connection and Context-Bringing research and expertise to your role as a mentor -Connecting with research -Connecting with experts -Connecting with ECTs ECT Regional Training Session 1 - Building your teacher toolkit – Effective classroom practice -Misconceptions and deliberate practice -Structuring lessons for progress -Every teacher a literacy teacher
Week 2	Structuring lessons Supporting pupil progress through well-structured lessons	3.3 Understanding the evidence 2– Metacognition & teaching		3.2 Planning learning effectively	
Week 3	Effective teaching Expositions, modelling & effective practice			3.3 Expositions 3.4 Model effectively	
Week 4	Adapting teaching Pupil differences & catering to their needs	3.4 Learning about adaptive teaching	3.2 : Assertive monitoring	3.5 Understanding that pupils are different & catering for their needs	
Week 5	Putting it into practice Becoming an effective teacher by using evidence-informed teaching & learning approaches	3.5 Developing your teaching – Models, practice & adaptive teaching		3.6 Getting students to think hard	
Week 6	Reflection on learning Review & looking forward	3.6 Improving your teaching – Lesson Observations 3.7 Reflecting on learning		3.7 Review & looking forward	

Block 4 : The importance of subject & curriculum knowledge		Self-directed Study Materials (SDSM)		Mentor Sessions
Week 7	Subject & curriculum knowledge How secure subject & curriculum knowledge underpins effective planning & teaching	4.1 Video introduction to the Block 4.2 Understanding the evidence – The importance of secure subject & curriculum knowledge	Webinar 4.1: Welcome to Block 4: The Importance of subject and curriculum knowledge	4.1 Setting the scene & reflecting on your subject & curriculum knowledge
Week 8	Sequencing a coherent curriculum Identifying critical components of a subject & ensuring that pupils have time to learn & master these			4.2 Delivering a carefully sequenced & coherent curriculum
Week 9	An introduction to literacy Every teacher a teacher of literacy	4.3 Learning about literacy	Webinar 4.2: improving literacy through written tasks	4.3 Securing foundational concepts before moving on
Week 10	Misconceptions & a deeper look at literacy Identifying potential misconceptions & exposing them in the classroom			4.4 Uncovering pupil misconceptions
Week 11	Putting it into practice Developing your subject knowledge & delivering a coherent, well-sequenced curriculum	4.4 Developing your teaching – Securing your subject knowledge, sequencing effectively, explicit teaching		4.5 Building your bank of examples & resources



EARLY CAREER PROFESSIONAL DEVELOPMENT

Week 12	Reflection on learning Review & looking forward	4.5 Improving your teaching – lesson observations 4.6 Reflecting on learning		4.6 Review & looking forward
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Block 5: Assessment, feedback & questioning		Self-directed Study Materials (SDSM)	ECT webinars	Mentor and ECT one to one sessions	Training Sessions Term 3 summer term Blocks 5 and 6
Week 1	What is 'good assessment & feedback'? Understanding the evidence of what makes assessment & feedback effective	5.1 Video introduction to the Block	Webinar 5.1: Welcome to Block 5	5.1 Setting the scene & understanding what we mean by good assessment & feedback	N.B no mentor training session this term ECT Local Group Session 2 – Assessment, questioning and relationships -Efficient and effective assessment -High-quality classroom talk -Relationships with pupils
Week 2	Assessment Purpose of assessment & avoiding common assessment pitfalls	5.2 Understanding the evidence – What is 'good assessment & feedback'?	Webinar 5.2: Effective assessment	5.2 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	5.3 Accessing prior knowledge 5.4 Extending pupils – assessment and questioning		5.4 Extending pupils	
Week 4	Questioning & classroom talk Using questioning & facilitating high-quality classroom talk	5.5 Learning about questioning & high quality		5.5 High quality classroom talk and questioning	
Week 5	Putting it into practice Effective assessment, feedback & questioning techniques	Improving your teaching – lesson observations			
Week 6	Reflection on learning Review & looking forward	5.6 Reflecting on learning		5.6 Review & looking forward	



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Block 6 : A people profession		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions
Week 8	Building effective relationships Working with others in the teaching profession	6.1 Video introduction to the Block 6.2 Understanding the evidence – A people profession	Webinar 6.1: Welcome to Block 6	6.1 Setting the scene & effective professional relationships
Week 9	Pupils & their families Building positive relationships with your pupils & their parents and/or carers		Webinar 6.2: Working with parents and carers	6.2 Building trusting relationships with parents 6.3 Building trusting relationships with pupils
Week 10	Your colleagues Working with other adults in your school, with a particular focus on your SENCO	6.3 Developing effective professional relationships 6.4 Working with the SENCO		6.4 Effective relationships with specialist colleagues
Week 11	Teaching Assistants Building relationships & working effectively with teaching assistants	6.5 Working effectively with teaching assistants		6.5 Building effective relationships with teaching assistants
Week 12	Looking after yourself Managing your workload & looking after your personal wellbeing			6.6 Managing workload & wellbeing
Week 13	Reflection on learning Review & looking forward	6.6 Improving your teaching – lesson observations 6.7 Reflecting on learning		6.7 Review & looking forward

N.B Some reviews of the Block are optional mentor sessions, this is to support differing term times and also to encourage the review process to be ongoing throughout the Block.

Block 7: Embedding a positive culture for learning		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions
Week 1	Welcome back & embedding a positive culture for learning A look at the year to come & how you influence the culture for learning in your classroom	7.1 Video introduction to the Block	Webinar 7.1: Welcome to Block 7 and Year 2	7.1 Welcome back 7.2 Setting the scene & revisiting high expectations	ECT Regional Session 2 - Challenge, aspirations and high expectations - Motivation and self-regulation - Making learning stick
Week 2	Understanding the evidence Setting high expectations & motivating pupils	7.2 Understanding the evidence – Pupil motivation			
Week 3	Motivating pupils Developing intrinsic motivation in your pupils & setting them up for success	7.3 Developing your teaching – Supporting pupils to achieve with challenging content		7.3 Motivating pupils	
Week 4	Regulating emotions Understanding why regulating emotions is important in the classroom, & strategies to help pupils learn how to do so				
Week 5	Challenging content Setting high expectations & motivating pupils to master challenging content			7.4 Supporting pupils to master challenging content	
Week 6	Reflection on learning Review & looking forward	7.4 Reflecting on learning		7.5 Review of the Block (optional)	

Block 8: How pupils learn: making it stick		Self-directed Study Materials (SDSM)	Webinars	Mentor and ECT one to one sessions
Week 7	Introduction to making learning stick A recap on how pupils learn & why we need to remember what we have learnt	8.1 Video introduction to the Block	Webinar 8.1: Welcome to Block 8	8.1 Setting the scene & planning regular practice & reviews of material
Week 8	The importance of practice What makes practice effective	8.2 Understanding the evidence – The importance of practice		
Week 9	Increasing the likelihood of material being retained Techniques for boosting memory retention so pupils are more likely to remember what they learn			8.2 Dealing with challenge
Week 10	Putting it into practice Retrieval practice techniques to aid memory	8.3 Developing your teaching – Retrieval practice		
Week 11	Designing tasks & support to help pupils access the information they need How to support pupils' retrieval of important information when attempting challenging work			8.3 Learning from colleagues & reviewing this Block
Week 12	Reflection on learning Review & looking forward	8.4 Reflecting on learning		

Block 9: Enhancing classroom practice: grouping & tailoring		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions
Week 1	Introduction to enhancing classroom practice Enhancing classroom practice through effective grouping & tailoring	9.1 Video introduction to the Block	Webinar 9.1: Welcome to Block 9	9.1 Setting the scene & reflecting on your own practice	ECT Local Group Session 3 - Collaboration and Critical Thinking -Facilitating critical thinking -Facilitating collaboration
Week 2	Pupil grouping & homework Understanding the evidence & how group work & homework can enhance learning in the classroom	9.2 Understanding the evidence – Pupil grouping & homework			
Week 3	Grouping pupils A deeper look at how to group pupils effectively to maximise learning	9.3 Developing your teaching – Grouping pupils effectively		9.2 Stimulate thinking: collaborative work	
Week 4	Facilitating pupil collaboration Stimulating pupil thinking through high-quality collaborative tasks				
Week 5	Meeting the needs of individuals Approaches to tailor learning to the needs of your students without creating unnecessary workload			9.3 Meet the needs of individuals without creating unnecessary workload	
Week 6	Reflection on learning Review & looking forward	9.4 Reflecting on learning		9.4 Review this Block (optional)	

Block 10: Revisiting the importance of subject & curriculum knowledge		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions
Week 7	Curriculum design & subject knowledge Revisiting the importance of subject & curriculum knowledge	10.1 Video Introduction to the Block 10.2 Understanding the evidence - Curriculum design around the big ideas	Webinar 10.1: Welcome to Block	10.1 Setting the scene & the core concepts & principles of the subject
Week 8	Complex mental models How to support pupils to build increasingly complex mental models			
Week 9	Establishing secure knowledge Ensuring that pupils have secure subject knowledge before attempting more complex content			10.2 Strengthening pupils' subject knowledge
Week 10	Strengthening pupils' subject knowledge Helping pupils to consolidate key ideas & build on previous learning			
Week 11	Putting it into practice Building increasingly complex mental models & supporting pupils to apply their knowledge in new contexts	10.3 Developing your teaching – Strategies & activities to support building increasingly complex mental models		10.3 Supporting pupils to apply their knowledge & skills to other contexts
Week 12	Reflection on learning Review & looking forward	10.4 Reflecting on learning		10.4 Review this Block (optional)

Block 11: Deepening assessment, feedback & questioning		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions	Training Sessions
Week 1	Feedback Understanding the elements of feedback which help pupils to monitor & self-regulate their own learning over time	11.1 Video introduction to the Block 11.2 Understanding the evidence – Supporting pupils to monitor & regulate their own learning	Webinar 11.1: Welcome to Block 11	11.1 Setting the scene & providing high-quality feedback (60)	ECT Local Group Session 4 - Feedback and your professional development beyond the programme -Making marking manageable (revisit) -Effective assessment -Reflective practice and professional development
Week 2	Efficient approaches to assessment Increasing the efficiency of your assessment approaches, including self & peer assessment	11.3 Learning about... Efficient approaches to assessment			
Week 3	Marking – learning from colleagues Using the experience of your colleagues to help identify & refine effective approaches to marking			11.2 Make marking manageable & effective – working with colleagues	
Week 4	High-quality feedback A look at verbal & written feedback & the principles of high-quality feedback	11.4 Developing your teaching – Providing high-quality feedback			
Week 5	Marking – efficiencies Reducing your workload by ensuring that marking is efficient			11.3 Making marking manageable – efficiency	
Week 6	Reflection on learning Review & looking forward	11.5 Reflecting on learning		11.4 Review of the Block (optional)	



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Block 12: Continuing your professional development		Self-directed Study Materials (SDSM)	Webinars	Mentor Sessions
Week 7	Contributing to the wider school Taking shared responsibility for your pupils & working as part of a team	N.B there are no self-directed study materials for Block 12	Webinar 12.1: Welcome to Block 12	12.1 Contributing to the wider school culture & beyond
Week 8	Reflective practitioner Developing your reflective practice			
Week 9	Continuing professional development Knowing what effective professional development looks like			12.2 Looking back & reflecting on progress
Week 10	Reflecting & celebrating success Looking at the past two years, the progress made & what you have learnt along the way			
Week 11	Looking forward Consider the next steps in your teaching career & what you need to achieve your goals			12.3 Next steps
Week 12	Final Review			

Programme Curriculum: Termly scope & sequence (mentors)

TERM	BLOCK	Mentor webinars	Training Sessions	Other training and support
Year 1 Autumn Term HT 1	Induction	Welcome Webinar <ul style="list-style-type: none"> • Introduction to the ECF • Role of Mentor • Navigating the platform 		
Autumn Term HT 1	Block 1: Establishing a positive climate for learning	Introduction to Block 1 – establishing a positive climate for learning <ul style="list-style-type: none"> • Key themes in Block 1 • Establishing your mentor – mentee partnership Key-note webinar – Sam Twiselton <ul style="list-style-type: none"> • The origins of the Early Career Framework • How it fits within broader changes in professional learning • The important role of mentors. Instruction Coaching webinar - Emily Henderson <ul style="list-style-type: none"> • Research behind the approach • What it looks like in practice 	Local Group Session 1: Introduction to the programme <ul style="list-style-type: none"> • Overview of your role and the programme • What ECTs will cover in each block • Instructional Coaching • Building a strong ECT-mentor partnership • Your professional network – how we will support each other 	Reading and Reflection Peer to Peer buddying session

		<ul style="list-style-type: none"> Top tips for getting the most out of the ECT using instructional coaching. 		
Autumn Term HT 2	Block 2: How Pupils Learn	Introduction to Block 2: How Pupils Learn <ul style="list-style-type: none"> Overview of Block 2 Applying the science of learning to classroom practice. What to look out for and adapt. Tom Bennett webinar: The Sleep of Reason <ul style="list-style-type: none"> The importance of education research in schools 		Reading and Reflection Peer to peer buddying session
Spring Term HT 1	Block 3: What is effective teaching?	Introduction to Block 3: What is effective teaching? <ul style="list-style-type: none"> Overview of Block 3 Using the instructional coaching method to support ECTs in the classroom. Evidence of what works in education <ul style="list-style-type: none"> Opportunities for mentors to reflect on 	Regional Session 1 – Bringing research and expertise to your role of mentor <ul style="list-style-type: none"> Core content framework, ECF and NPQs Connecting with research Connecting with experts (instructional coaching, in specialist settings, in challenging circumstances, in EYFS) Futureproofing your ECT 	Reading and Reflection Peer to peer buddying session

		the research and how they can best support their ECT to apply it in the classroom		
Spring Term HT 2	Block 4: Curriculum and Subject Knowledge	Introduction to Block 4: Curriculum and Subject Knowledge <ul style="list-style-type: none"> • Overview of Block 4 • The importance of secure subject knowledge 		Reading and Reflection Peer to peer buddying session
Summer Term HT 1	Block 5: Assessment, feedback and questioning	Introduction to Block 5: Assessment, feedback and questioning <ul style="list-style-type: none"> • Overview of Block 5 • Effective marking and feedback 		Reading and Reflection Peer to peer buddying session
Summer Term HT 2	Block 6: A people profession	Introduction to Block 6: A people profession <ul style="list-style-type: none"> • Overview of Block 6 • Working with other stakeholders 		Reading and Reflection
Year 2 Autumn Term HT 1	Block 7: Establishing a positive climate for learning	Introduction to Block 7: Establishing a positive climate for learning <ul style="list-style-type: none"> • Overview of Block 7 • Introduction to Year 2 and • Block 7 		Reading and Reflection Peer to peer buddying session

		Extending and deepening your ECT's practice -Reflecting on Year 1 -Coaching -Next steps		
Autumn Term HT 2	Block 8: Making learning stick	Introduction to Block 8: Making learning stick <ul style="list-style-type: none"> Overview of the Block Revisiting cognitive science <ul style="list-style-type: none"> Retrieval practice Dual coding Other techniques to make learning stick 		Reading and Reflection Peer to peer buddying session
Summer Term HT 1	Block 9: Grouping and tailoring	Introduction to Block 9: Grouping and tailoring Overview of the Block Supporting your ECT to develop efficacy in using group work How to effectively groups pupils Different ways to group pupils Scaffolding Advantages and disadvantages of group work		Reading and Reflection Peer to peer buddying session

	Block 10: Revisiting the importance of subject knowledge	Introduction to Block 10: Revisiting the importance of subject knowledge <ul style="list-style-type: none"> Overview of Block 10 Supporting ECTs to enable their students to develop secure subject knowledge <ul style="list-style-type: none"> Linking new ideas to existing ones Building schemata Drawing on knowledge from the long-term memory 		Reading and Reflection Peer to peer buddying session
Summer Term HT 1	Block 11:	Introduction to Block 11: <ul style="list-style-type: none"> Overview of Block 11 	Local Group Session 2 - Reflecting and reviewing <ul style="list-style-type: none"> Reflecting on the ECPDP and ECF Reflecting on the journey of your ECT Beyond the ECF : next steps for ECTs Professional and peer networks Next steps for mentors 	Reading and Reflection Peer to peer buddying session
Summer Term HT 2	Block 12	Introduction to Block 12 <ul style="list-style-type: none"> Overview of Block 12 		Reading and Reflection