

## Overview of the Blocks *for Early Career Teachers*

### Year 1

Year 1 is your introduction 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 during the two years, helping you to translate the research into your classroom.

## Year 1 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.

### Block 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.

Week	Title
Week 1	<b>Foundations of a positive climate for learning</b> Understanding the evidence & the key factors in establishing a positive climate for learning
Week 2	<b>Routines</b> Establishing & reinforcing classroom routines
Week 3	<b>Establishing high behavioural expectations</b> Communicating your behavioural expectations in the classroom
Week 4	<b>Maintaining high behavioural expectations</b>

Week	Title
	Use of praise, rewards & sanctions in the classroom
Week 5	<b>A supportive &amp; inclusive learning environment</b> Creating a culture of trust & respect so all pupils feel safe and secure to learn
Week 6	<b>Putting it into practice</b> Developing a positive, predictable & safe learning environment
Week 7	<b>Reflection on learning</b> Review & looking forward

## Block 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	<b>Understanding how pupils learn</b> Exploring the evidence of how pupils learn & an introduction to cognitive load
Week 9	<b>Implications of cognitive load on how pupils learn</b> Understanding the implications of cognitive load for teachers
Week 10	<b>Introducing new content</b> Considerations when planning to introduce new content
Week 11	<b>Prior knowledge &amp; misconceptions</b> The importance of secure prior knowledge & identifying & preventing misconceptions forming

Week	Title
Week 12	<b>Teaching complex material</b> Sequencing content & breaking complex material into smaller steps
Week 13	<b>Putting it into practice</b> Teaching & learning approaches to avoid cognitive overload
Week 14	<b>Reflection on learning</b> Review & looking forward

## Year 1 Spring Term

The focus for 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.

### Block 3: Developing effective classroom practice – teaching & 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, doing small group teaching for example, will reduce your planning time.

Week	Title
Week 1	<b>Becoming an effective teacher</b> Exploring the evidence behind effective teaching
Week 2	<b>Structuring lessons</b>

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

#### Block 4: The importance of subject & 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:

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

## Year 1 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.

### Block 5: Assessment, feedback & 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	<b>What is 'good assessment &amp; feedback'?</b> Understanding the evidence of what makes assessment & feedback effective
Week 2	<b>Assessment</b> Purpose of assessment & avoiding common assessment pitfalls
Week 3	<b>Assessing prior knowledge &amp; extending pupils</b> Techniques to find out what pupils know & to move them on when they are ready
Week 4	<b>Questioning &amp; classroom talk</b> Using questioning & facilitating high-quality classroom talk
Week 5	<b>Verbal feedback</b> Providing effective verbal feedback to move pupils on

Week	Title
Week 6	<b>Putting it into practice</b> Effective assessment, feedback & questioning techniques
Week 7	<b>Reflection on learning</b> Review & looking forward

## Block 6: A people profession

This Block, positioned at the end of your first year, provides an opportunity to reflect on your learning and successes this year 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 move into your second year.

Week	Title
Week 8	<b>Building effective relationships</b> Working with others in the teaching profession
Week 9	<b>Pupils &amp; their families</b> Building positive relationships with your pupils & their parents and/or carers

<b>Week</b>	<b>Title</b>
Week 10	<b>Your colleagues</b> Working with other adults in your school, with a particular focus on your SENCO
Week 11	<b>Teaching Assistants</b> Building relationships & working effectively with teaching assistants
Week 12	<b>Looking after yourself</b> Managing your workload & looking after your personal wellbeing
Week 13	<b>Reflection on learning</b> Review & looking forward

## Year 2

All of the Blocks in Year 2 build on what you learnt last year. Any remaining statements from the Early Career Framework will be covered but you will also revisit many of the same themes from Year 1 in greater depth to strengthen and further your practice. This year you will have the opportunity to master key ideas in the Blocks and to better reflect on the links between themes in the light of your increasing knowledge and developing practice. You will continue to work with your Mentor to reflect on the progress you have made and by the end of the year you will work together to identify future opportunities for learning or specialisation in your career.

## Year 2 Autumn Term

You will directly build on your learning from last year in establishing and embedding a positive climate for learning. The focus this term is on sustainable strategies that will have an impact beyond short-term lesson planning. For example, strategies to support pupils to develop intrinsic motivation so they work hard for themselves, and strategies to support pupils to remember what they have learnt so they develop effective study techniques. All of these approaches will benefit your pupils in your classroom today but will also benefit them in the future.

### Block 7: Embedding a positive culture for learning

As you begin your second year of teaching, Block 7 builds on Block 1 to help you embed the strategies you learnt around establishing a positive climate for learning. This Block will reinforce your understanding and introduce further techniques to help you in developing a secure, safe and predictable learning environment in which pupils are challenged and supported to reach their potential.

This Block explores the concept of motivation. You will consider the link between maintaining high expectations and your pupils feeling motivated to work hard. Both extrinsic and intrinsic motivation and what these might look like in your classroom will be covered. You will find strategies that you can implement to support pupil motivation and help your pupils move from needing motivation from you to being motivated themselves.

You will look at other key ways to establish a positive climate for learning, including through the language you use in the classroom. You will explore how you can support pupils to persevere in the face of challenge and begin to view mistakes as learning opportunities. In particular, we will examine the interesting relationship between success and motivation.

The school workload reduction toolkit acknowledges that managing low-level disruption and implementing a behaviour policy can increase the workload and pressure on staff throughout the school. Learning about how to embed a positive climate for learning in this Block will reduce your workload because:

- Embedding a positive climate for learning will reduce the time you have to spend on behaviour interventions.
- Being intentional with the language you use will reduce wasted lesson time.
- Strategies to motivate your pupils will mean more on-task pupils and reduce the need for teacher intervention.

Week	Title
Week 1	<b>Welcome back &amp; embedding a positive culture for learning</b> A look at the year to come & how you influence the culture for learning in your classroom
Week 2	<b>Understanding the evidence</b> Setting high expectations & motivating pupils
Week 3	<b>Motivating pupils</b> Developing intrinsic motivation in your pupils & setting them up for success
Week 4	<b>Regulating emotions</b> Understanding why regulating emotions is important in the classroom, & strategies to help pupils learn how to do so
Week 5	<b>Challenging content</b> Setting high expectations & motivating pupils to master challenging content
Week 6	<b>Reflection on learning</b> Review & looking forward

### Block 8: How pupils learn – making it stick

By now you will hopefully be able to think about what you want pupils to learn beyond just the next lesson or topic of work. As a teacher you need to be able to keep in mind your long-term, mid-term and short-term learning objectives which link to your school curriculum. If you want pupils to make progress in your subject or phase, they will need to build new learning onto previously taught material. Their knowledge will accumulate over time, becoming more and more rich as it grows.

In Block 2 you learnt about working memory, long-term memory and how to avoid cognitive overload when introducing new material. This Block builds on the knowledge you have developed in this area to focus on how you can help make learning stick over time. As you are becoming more confident with your curriculum and teaching techniques, this Block will help you spot opportunities for incorporating practice and review of previously learnt material into your teaching repertoire.

There will always be times when you have to re-teach something that you taught previously, but aiming to minimise these occasions by supporting pupils to remember previously taught material will help reduce your workload. By incorporating some of the techniques you will explore in this Block into your teaching and planning, you will reduce the likelihood of pupils forgetting important information, freeing up learning time in lessons to focus on new material. By making the techniques explicit, you also help pupils to identify and develop effective study techniques so they can be more independent at revision time.

<b>Week</b>	<b>Title</b>
Week 7	<b>Introduction to making learning stick</b> A recap on how pupils learn & why we need to remember what we have learnt
Week 8	<b>The importance of practice</b> What makes practice effective
Week 9	<b>Increasing the likelihood of material being retained</b> Techniques for boosting memory retention so pupils are more likely to remember what they learn
Week 10	<b>Putting it into practice</b> Retrieval practice techniques to aid memory
Week 11	<b>Designing tasks &amp; support to help pupils access the information they need</b> How to support pupils' retrieval of important information when attempting challenging work
Week 12	<b>Reflection on learning</b> Review & looking forward

## Year 2 Spring Term

The learning in this term aims to support you to extend your repertoire of planning and teaching as your confidence in the classroom grows. You will look at effective group work, facilitating pupil collaboration, adapting your teaching and strengthening pupils' subject knowledge by helping them to build increasingly complex mental models. Much of this builds on the equivalent Blocks from Year 1 and so it is a good chance to reflect on how your practice has developed, what is working well and areas that you would like to develop further.

### Block 9: Enhancing classroom practice – grouping & tailoring

Block 9 builds on the work you did in Block 3 where you focused on pedagogy and what it means to be an 'effective' teacher. You also learnt about adapting your teaching practice 'in the moment' so that all your pupils can learn and make progress. You have had a whole year to embed these skills and no doubt you will have had many successes. Becoming an effective teacher takes time and it is important you continue to practise and improve these core techniques. This Block aims to enhance your understanding of 'effectiveness' by moving beyond this repertoire of techniques, where you were mainly focused on your own actions as teacher and how they correspond with your pupils' learning. First, we broaden the range of ways you engage with pupils beyond 'a pupil' and 'the class' by considering how you can effectively group your pupils to maximise learning and progress. We will also consider what influence you can have on learning outside of school through homework. You will also look at how to adapt your teaching 'in the moment', ensuring that you meet the needs of your pupils without creating lots of unnecessary extra work for yourself.

Just as with Block 3, by focusing on doing things that are known to be effective and efficient, you are ensuring that the time you spend is valuable. By grouping pupils carefully and by making the most of out-of-school opportunities for learning through homework, you will support the key aim of the profession: that your pupils learn. 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, making use of existing high-quality resources and intervening within lessons will reduce your planning time.

Week	Title
Week 1	<b>Introduction to enhancing classroom practice</b> Enhancing classroom practice through effective grouping & tailoring
Week 2	<b>Pupil grouping &amp; homework</b> Understanding the evidence & how group work and homework can enhance learning in the classroom

Week	Title
Week 3	<b>Grouping pupils</b> A deeper look at how to group pupils effectively to maximise learning
Week 4	<b>Facilitating pupil collaboration</b> Stimulating pupil thinking through high-quality collaborative tasks
Week 5	<b>Meeting the needs of individuals</b> Approaches to tailor learning to the needs of your students without creating unnecessary workload
Week 6	<b>Reflection on learning</b> Review & looking forward

### Block 10: Revisiting the importance of subject & curriculum knowledge

Block 10 will build on the importance of subject and curriculum knowledge established in Block 4. In particular, we will focus on how more secure subject knowledge supports you to improve the learning outcomes for all of your pupils. You will explore how to support your pupils to build increasingly complex mental models. This will enable you to:

- Develop your subject knowledge
- Support your pupils to make sense of your subject
- Support pupils in learning key ideas securely
- Strengthen pupils' grasp of subject content
- Help build automatic recall of key knowledge
- Develop your pupils' critical thinking skills within a given subject area.

The school workload reduction toolkit section on curriculum planning states that this activity is critical and underpins effective teaching, but acknowledges that it must be productive and sustainable for teachers. There are five principles set out in that document, three of which are factors that you are able to 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 in preparing sequences of lessons. 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	<b>Curriculum design &amp; subject knowledge</b> Revisiting the importance of subject & curriculum knowledge
Week 8	<b>Complex mental models</b> How to support pupils to build increasingly complex mental models
Week 9	<b>Establishing secure knowledge</b> Ensuring that pupils have secure subject knowledge before attempting more complex content
Week 10	<b>Strengthening pupils' subject knowledge</b> Helping pupils to consolidate key ideas & build on previous learning
Week 11	<b>Putting it into practice</b> Building increasingly complex mental models & supporting pupils to apply their knowledge in new contexts
Week 12	<b>Reflection on learning</b> Review & looking forward

## Year 2 Summer Term

In your final term of the Early Career Professional Development Programme you will be looking back to look forward. The importance of continuing your professional development is emphasised through opportunities to speak with and learn from colleagues about effective approaches to assessment, feedback and questioning. In the final half term, you will review your progress over the past two years. You will explore what goals you may want to set for the next stage in your career, and importantly, what professional development you will need to achieve them.

### Block 11: Deepening assessment, feedback & questioning

As an NQT last year, you completed Block 5, which introduced you to what good assessment, feedback and questioning are. Now in Year 2, we will support you to build on your learning and initial successes by deepening your knowledge in this area and developing further practical strategies. You will go beyond looking at what makes effective assessment to focus on how you can link assessment to metacognitive strategies. This builds on the work you did in Block 3 in this area. You will also look at how to ensure feedback is of high quality: that it is specific, helpful and drives learning forward.

Assessment and feedback are time consuming; they can be disproportionately so. You will have found ways to make them more manageable in the work you did last year. In this Block, you will be encouraged to work with your colleagues to find more efficient approaches that will support you to manage your workload further. We will also spend some time looking specifically at peer- and self-assessment. These strategies are often presented as ways to increase efficiency – however, the time saved is just time wasted unless pupils are doing this really well. This Block will help you ensure that you are able to use these strategies purposefully and effectively.

Week	Title
Week 1	<b>Feedback</b> Understanding the elements of feedback which help pupils to monitor & self-regulate their own learning over time
Week 2	<b>Efficient approaches to assessment</b> Increasing the efficiency of your assessment approaches, including self- & peer-assessment
Week 3	<b>Marking – learning from colleagues</b> Using the experience of your colleagues to help identify & refine effective approaches to marking
Week 4	<b>High-quality feedback</b> A look at verbal & written feedback & the principles of high-quality feedback

Week	Title
Week 5	<b>Marking – efficiencies</b> Reducing your workload by ensuring that marking is efficient
Week 6	<b>Reflection on learning</b> Review & looking forward

## Block 12: Continuing your professional development

Teachers are never the finished article. You still have a lot to learn – you always will. This comes with the job. Ongoing professional development is vital to your ability to thrive in your practice and get the most satisfaction from the job. In this final Block you will learn how professional development helps you to improve your practice, by increasing your knowledge of the subjects and phase that you teach and how to teach them more effectively. You will consider how you can continue to reflect on your teaching and draw on the experience of colleagues and support from wider networks to help you to improve. You will consider the ways in which you have and can contribute to the wider school culture, and how this will help you to feel part of a team with shared responsibility, with your colleagues, for improving the lives of all pupils in your school. At this point in your career you may be starting to think ahead to what your next challenge should be. We will end the Programme by looking ahead to your next steps, for example you may want to consider beginning to take on leadership responsibilities or mentoring roles to support other colleagues and continue to develop your practice.

Everyone has their own areas of strength and interest when it comes to subject and pedagogical knowledge, even within disciplines. We are often required to teach out of specialism, and this can cause anxiety. You should draw on the strengths of other colleagues to support you with this and identify your own strengths and specialist knowledge to share with them, for the benefit of all pupils. In this Block you will also identify ways in which you can protect your time for rest and recovery.

Week	Title
Week 7	<b>Contributing to the wider school</b> Taking shared responsibility for your pupils & working as part of a team
Week 8	<b>Reflective practitioner</b> Developing your reflective practice
Week 9	<b>Continuing professional development</b> Knowing what effective professional development looks like
Week 10	<b>Reflecting &amp; celebrating success</b> Looking at the past two years, the progress made & what you have learnt along the way

Week	Title
Week 11	<b>Looking forward</b> Consider the next steps in your teaching career & what you need to achieve your goals
Week 12	<b>Final Review</b>