



# EARLY CAREER TEACHERS PROGRAMME HANDBOOK

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“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

– Dylan Wiliam

**Welcome to the Early Career Teachers programme. This programme harnesses the Early Career Framework (ECF) to help NQTs develop their teaching during the first few years of their career.**

We have drawn on the best available evidence around how professionals learn to create a programme that will not only have a lasting impact on NQT knowledge and practice, but will do so whilst respecting the busy and demanding working lives of teachers.

We believe that effective teaching is one of the biggest levers we have for improving the experiences, outcomes and life chances of the pupils in our care. It is a privilege to support you on your journey to keep getting better.

This document provides an introduction to the programme. It may be worth keeping a copy to hand to refer to, especially during the first few weeks, while you get things set up.

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# PROGRAMME

## GOALS AND FEATURES

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Teaching is important. The quality of the teaching that our pupils receive is probably the biggest lever we have for improving their outcomes and future life chances (Slater et al., 2012). However, teaching is a complex job. There is lots to know and to be able to do well. Getting better at teaching is not straightforward.

This programme draws on the best available evidence, alongside the ECF, to help craft a set of experiences that will help NQTs keep getting better during this critical period in their career. Key features of the programme include:

- > **Regular, bite-sized learning:** Evidence from the science of learning suggests that we can only focus on a few things at once and that we tend to forget a lot of what we learn, especially when it is organised into one big block (Sweller, 2016). There is more chance of making progress when our learning is spread out and part of a regular, frequent routine.
- > **Examples of classroom practice:** Understanding the theory is important but it's also critical that teachers and mentors get to see what this looks like in practice (Rosenshine, 2012; Sweller, van Merriënboer & Paas, 1998). As part of our materials we include videos of what the ECF looks like in a variety of classroom settings.
- > **Practice makes permanent:** If we are to change the outcomes and life chances of our pupils, we must change how teachers teach. Sustained changes in teaching generally occur only if we keep practising those changes (Deans for Impact, 2016). This programme puts practice at the heart of teacher learning.
- > **Familiar routines:** The life of a newly qualified teacher is full on. To ensure this programme doesn't add unnecessary complexity, we have designed it around a set of simple, repeating professional development patterns. This means everyone can spend less time thinking about the process and more time thinking about great teaching.

### TO MAKE THE MOST OF THIS PROGRAMME WE RECOMMEND YOU:

- 1. Tailor it to your needs:** We have designed a comprehensive programme but also one that should be able to flex quite a lot and still deliver (Cordingley et al., 2015). If you consistently study and get coached on powerful ideas, improvement will follow. When and how you apply your knowledge matters much less.
- 2. Go with it:** It may not always be clear why a certain topic is in a certain place on the programme. However, we have thought carefully about the sequencing to ensure you come across the right ideas at the best times and revisit them lots to ensure they take hold (Dunlosky et al., 2013).

# KEY PEOPLE, RESPONSIBILITIES AND INTERACTIONS

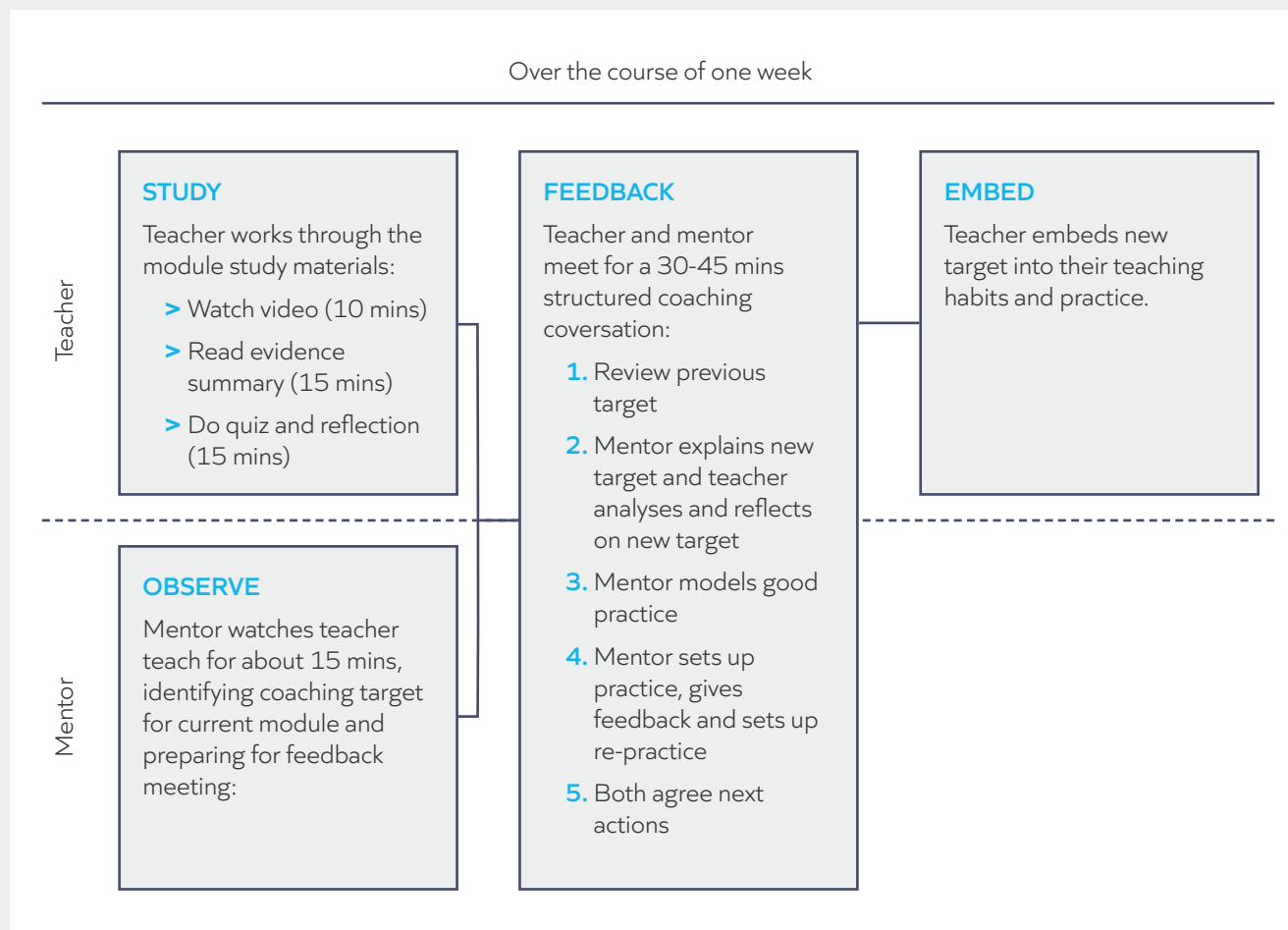
	The teacher	The mentor	The lead
Role	The main audience for the Early Career Framework. A practising, newly qualified <b>teacher</b> .	Each <b>teacher</b> has a <b>mentor</b> to support their development. An experienced, practising classroom teacher keen and able to support the <b>teacher</b> to develop.	Responsible for ensuring that the programme is implemented effectively across the school. Is the main point of contact for the programme. A member of the school's senior leadership team.
Responsibilities on the programme	Learning and practising aspects of the framework throughout the programme.	Ensuring that the <b>teacher</b> understands and successfully embeds their learning into their classroom practice through effective coaching.	Ensuring that <b>teachers</b> and <b>mentors</b> are supported and held to account for their responsibilities, as well as taking action to continually track and improve the programme over time in their school.

# CORE INPUTS AND TIMINGS

Here is an overview of the NQT's different inputs on the programme and how long they are intended to take:

Component		Description	Year 1	Year 2
Modules	Study	The self-directed study materials are designed to help NQTs understand the ECF in depth. Materials are designed to be worked through on a weekly basis. They are comprised of: <ul style="list-style-type: none"> <li>&gt; Watch: 10-minute videos.</li> <li>&gt; Read: 15-minute evidence summaries.</li> <li>&gt; Reflect: 15-minute quiz/reflections.</li> </ul>	40 minutes, weekly	15 minutes, fortnightly
	Coaching	Coaching with the mentor also happens on a weekly basis and is designed to help NQTs apply insights from the study materials to their practice. It includes: <ul style="list-style-type: none"> <li>&gt; Observation: Mentor watching part of NQT's lesson (15 minutes).</li> <li>&gt; Feedback: A coaching meeting between NQT and mentor (30-45 minutes).</li> </ul>	60 minutes, weekly  120 minutes for B1, I1, S1	60 minutes, fortnightly
Conferences		Conferences are designed to give NQTs a deep insight into key aspects of the ECF and implications for their classroom. They happen once at the start of each year.	One day at start of year 1	One day at start of year 2
Clinics		Clinics are designed to help NQTs make sense of study materials and address common misconceptions.	90 minutes, once per half-term	90 minutes, once per half-term
Progress reviews		Run by the school, using the Teachers' Standards.	30 minutes, once per half-term	30 minutes, once per half-term
Formal assessments		Responsibility of the school, with assessment against the Teachers' Standards not the ECF.	60 minutes, twice in year 1	60 minutes, once in year 2

Here is an example of how the study and coaching work together during a typical week on the programme:



# THE SEQUENCE

## INTRODUCTION TO THE SEQUENCE

The programme is composed of three **strands**. A strand is the sequenced content that a newly qualified teacher will work through over the period of roughly a term. Each strand has a core focus: mainly **Behaviour, Instruction, or Subject**. Each strand includes relevant aspects of other strands as well as important ideas and practice about teacher self-regulation.

Each strand is composed of 12 **modules**: one overview module and eleven core modules. These are designed to be worked through on a weekly rhythm. Each module has

three associated **development areas**. Teacher improvement works best when it is focused on changing one aspect of practice at a time -- participants work on a maximum of one development area per week as part of the coaching process. To ensure lasting changes in practice, teachers remain on a strand for the duration of the term. This ensures that teachers have the necessary time to practice and habitualise changes to their classroom practice.

## YEAR 1, STRAND 1 (AUTUMN) | BEHAVIOUR

Week	Study and coaching	Training	Reviews and assessments
1	<p><b>B1 Strand fundamentals and contracting</b></p> <p>Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working</p>	<p><b>Kick-off conference</b></p> <p>Provides teachers with an overview of the science of learning and habits of planning.</p> <p><b>Programme induction</b></p> <p>Explains the programme and the ECF, and introduces teachers to aspects of self-regulation.</p>	
2	<p><b>B2 Routines</b></p> <p>Explores effective routines, the role of classroom environment and its connection learning.</p>	<p><b>Clinic 1: Supporting all pupils</b></p> <p>Provides overview of SEND code of practice, and working with SENCO/Safeguarding Lead and TAs.</p>	
3	<p><b>B3 Instructions</b></p> <p>Shares role of high-quality instructions and how to plan and reinforce them.</p>		
4	<p><b>B4 Directing attention</b></p> <p>Examines monitoring and reinforcing expectations with praise, voice and movement(s).</p>		
5	<p><b>B5 Low-level disruption</b></p> <p>Focuses on managing low-level disruption to learning and how to maintain a positive environment.</p>		
6	<p><b>B6 Consistency</b></p> <p>Explores how teacher consistency builds a positive learning environment.</p>		<p><b>Progress review 1</b></p> <p>Timing flexible.</p>
7	<p><b>B7 Positive learning environment</b></p> <p>Focuses on the classroom culture required for pupils to learn effectively.</p>		
8	<p><b>B8 Structured support of learning</b></p> <p>Shares the link between success, behaviour and grain size.</p>	<p><b>Clinic 2: Responding to challenging behaviour</b></p> <p>Explores challenging behaviour, bullying and the impact on emotional safety.</p>	
9	<p><b>B9 Challenge</b></p> <p>Explores the role challenge plays in pupil behaviour.</p>		
10	<p><b>B10 Independent practice</b></p> <p>Considers the link between successful independent practice and expectations, routines and feedback.</p>		
11	<p><b>B11 Pairs and groups</b></p> <p>Focuses on how to make paired and group work successful through expectations, routines and culture.</p>		
12	<p><b>B12 Upholding high expectations</b></p> <p>Focuses on how to make paired and group work successful through expectations, routines and culture.</p>		<p><b>Progress review 2</b></p> <p>Timing flexible.</p>

## YEAR 1, STRAND 2 (SPRING) | INSTRUCTION

Week	Study and coaching	Training	Reviews and assessments
1	<b>I1 Strand fundamentals and re-contracting</b> Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.		<b>Progress review 3</b> Timing flexible.
2	<b>I2 Identifying learning content</b> Focuses on identifying essential concepts and considering their role in planning and assessment.	<b>Clinic 3: Building effective relationships with parents and carers</b> Examines what effective relationships might look like and how they can impact pupil motivation, behaviour and academic success.	
3	<b>I3 Instruction for memory</b> Considers how teaching can support lasting change in pupils.		
4	<b>I4 Prior knowledge</b> Examines the implications prior knowledge and misconceptions have on instruction.		
5	<b>I5 Teacher exposition</b> Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.		<b>Formal assessment 1</b> Timing flexible.
6	<b>I6 Adapting teaching</b> Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.		
7	<b>I7 Practice, challenge and success</b> Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.		
8	<b>I8 Explicit teaching</b> Explores explicit teaching across a lesson/unit of learning.	<b>Clinic 4: Adapting teaching for pupils</b> Focuses on resources, grouping and working with other adults.	
9	<b>I9 Scaffolding</b> Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.		
10	<b>I10 Questioning</b> Looks at how effective questions can deepen and extend pupil thinking.		
11	<b>I11 Classroom talk</b> Explores how classroom talk can help to develop pupils' mental models.		<b>Progress review 4</b> Timing flexible.
12	<b>I12 Feedback</b> Examines the link between teacher questions, feedback for pupils and responsive instruction.		

## YEAR 1, STRAND 3 (SUMMER) | SUBJECT

Week	Study and coaching	Training	Reviews and assessments
1	<b>S1 Strand fundamentals and re-contracting</b> Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.		<b>Progress review 5</b> Timing flexible.
2	<b>S2 Planning backwards from learning goals</b> Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.		
3	<b>S3 Types of knowledge</b> Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.	<b>Clinic 5: Teacher wellbeing and workload</b> Looks at teacher wellbeing, support available and ways to manage and reduce workload.	
4	<b>S4 Gaps and misconceptions</b> Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.		
5	<b>S5 Acquisition before application</b> Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates.		
6	<b>S6 Promoting deep thinking</b> Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.		
7	<b>S7 Developing pupils' literacy</b> Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.		<b>Progress review 6</b> Timing flexible.
8	<b>S8 Sharing academic expectations</b> Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.		
9	<b>S9 Assessing for formative purposes</b> Examines the link between learning goals, formative and summative assessments.	<b>Clinic 6: Early Literacy 1 - Reading and phonics</b> Focuses on systematic synthetic phonics, high-quality texts and early reading.	
10	<b>S10 Examining pupils' responses</b> Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.		
11	<b>S11 Adapting lessons to meet pupil needs</b> Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.		
12	<b>S12 Feedback</b> Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.		<b>Formal assessment 2</b> Timing flexible.



## YEAR 2 | HOW IT IS DIFFERENT?

Year 2 has been designed to enable teachers to take increasingly responsibility for their professional development and so provides a less frequent and more flexible curriculum. A few things to note:

- > It is suggested that total teacher study time during the year takes approximately five hours. This can be distributed according to teacher need and should be negotiated and agreed with mentors.
- > Coaching should follow a fortnightly rhythm.

- > It is recommended that both study and coaching follow the strand pattern of year 1: Behaviour in the Autumn term, Instruction in the Spring term, and Subject in the Summer term. This will enable teachers to make the most of clinics as part of programme training.
- > Study for each strand entails either (A) picking up unfinished modules from the strand from year 1, and/or (B) revisiting specific modules from year 1 based on teacher need. Further reading that was not explored during year 1 can also be an effective learning experience and will enable teachers to take greater responsibility for their own professional learning.

## YEAR 2 | SEQUENCE FOR THE WHOLE YEAR

Half term	Study and coaching	Training	Reviews and assessments
HT1	<b>Behaviour</b> Continue strand or revisit priority modules, conducting 'further reading' where possible.	<b>Conference 2: Wellbeing and Implementing change</b> Provides an opportunity to reflect on year 1, their development and wellbeing and consider the year head.  <b>Clinic 7: Pupil wellbeing</b> Explores a wide range of issues relating to pupil wellbeing: pupil safety, child protection, safety online and more.	<b>Progress review 7</b> Timing flexible.
HT2		<b>Clinic 8: Implementing change: Prepare</b> Focuses on professional development and the ability for it to be sustained over time.	<b>Progress review 8</b> Timing flexible
HT3	<b>Instruction</b> Continue strand or revisit priority modules, conducting 'further reading' where possible.	<b>Clinic 9: Support and interventions</b> Looks at specific learning needs, interventions and support available within and beyond school.	<b>Progress review 9</b> Timing flexible.
HT4		<b>Clinic 10: Implementing change: Deliver</b> Examines criticality in research and implementing classroom changes with fidelity.	<b>Progress review 10</b> Timing flexible.
HT5	<b>Subject</b> Continue strand or revisit priority modules, conducting 'further reading' where possible.	<b>Clinic 11: Early literacy 2</b> Focuses on speaking and listening, writing and the role they play for all learners.	<b>Progress review 11</b> Timing flexible.
HT6		<b>Clinic 12: Implementing change: Sustain</b> Reflection on development across ECF, a review of good professional development and consideration of professional development going forward.	<b>Progress Review 12</b> Timing flexible.  <b>Formal assessment 3</b> Timing flexible.

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