



Seven Kings Learning Partnership - Early Career Framework Programme Overview

Theme	Year 1 - Exposure and Experience	R E S I D E N T I A L	Year 2 - Practical Fluency
Creating a purposeful and powerful learning environment?	High Expectations (Standard 1 – Set high expectations) Managing Behaviour (Standard 7 – Manage behaviour effectively) <ul style="list-style-type: none"> - CPD delivered through the alliance and within school - Opportunities to observe best practice and deconstruct - Flash observations with their mentor in the first 4 weeks to develop effective routines and high expectations - Key reading around Behaviour for Learning and creating a safe and secure learning environment 		Intrinsic motivation class/KS case study Presentation to head teachers/SLT Understanding the differences between extrinsic motivation in the classroom and how intrinsic motivation creates lifelong learners Researching how to get students interested and stay interested in their subjects, trialing strategies with a class or key stage to explore how to get buy in without just the reward of exam results.
What makes effective classroom practice? Planning and teaching well structured lessons	Classroom Practice (Standard 4 – Plan and teach well structured lessons) How Pupils Learn (Standard 2 – Promote good progress) Standard 3.2 developing subject expertise <ul style="list-style-type: none"> - CPD through the alliance and within school on developing lesson planning - An exploration into the importance of learning over task - Dedicated time to discuss lesson transitions and 		Year 2: Metacognition, Memory and Misconceptions (3Ms) Action research - practitioner Inquiry ECTs to work in Triads and present to cohort This is personal to the ECT and their areas of development or interest. The action research project is researched, trialed and evaluated and makes use of a research cycle to evaluate its impact. ECT to create a research poster to present

	<p>effective group work</p> <ul style="list-style-type: none"> - Key reading around effective lesson planning and how pupils learn 	
<p>Making accurate use of assessment Focus being AfL</p>	<p>Assessment (Standard 6 – Make accurate and productive use of assessment)</p> <ul style="list-style-type: none"> - CPD exploring effective AfL - Opportunities to trial strategies and see others use AfL effectively - Time to explore how to feedback effectively to students 	<p>Year 2: Developing the use of AfL- varied repertoire - complete an audit to find key areas. Understanding of assessment for key exam years/national data and how to use it to track progress effectively</p> <p>Using a Development cycle to develop the use of AfL as a tool to assess and intervene and over time develop a varied repertoire. The ECT will gain a greater understanding of assessment for key exam years and how to use it to track progress effectively. The ECT will research, observe practitioners, trial in their classroom, deconstruct practice and embed in their teaching through the 6 week development cycle.</p> <p>They will also complete an audit at the start and end of the cycle.</p>
<p>An inclusive classroom</p>	<p>Adaptive Teaching (Standard 5 – Adapt teaching)</p> <ul style="list-style-type: none"> - What is effective differentiation in the classroom - CPD on inclusive classrooms with specialists support from SEND team - Exploring how we Challenge the most able - Key reading around differentiation and stretch and challenge 	<p>Case study on SEND presented to SEND specialist panel</p> <p>Selecting a student or a SEND area to explore in further detail. Observing the student in other lessons, liaising with SEND team, understanding and trialling strategies to support their chosen student.</p>
<p>Designing a curriculum to light fires</p>	<p>Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)</p> <ul style="list-style-type: none"> - Opportunities to network with other ECTs in their subject areas - Subject knowledge audits 	<p>Planning and showcasing a SOL</p> <p>The ECT develops a SOL for their department and presents to their department. This gives them an opportunity to see how an SOL fits into the curriculum as</p>

	<ul style="list-style-type: none"> - Deconstructing syllabus and exam papers for exam years - Becoming aware of the links between subject skills and content in different year groups - Teaching outside your specialism (where applicable) 		<p>a whole and how to sequence and progress on from prior learning.</p>
<p>People profession</p>	<p>(Standard 8 – Fulfil wider professional responsibilities) role of a tutor, developing relationships with parents/carers and colleagues Consolidate and review all standards</p>		<p>Choose a strand - Celebration of 2 years - Day Conference - Linked with Residential</p>