



# Early Career Framework: National Rollout

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# Our mission

To help educators serving children from disadvantaged backgrounds to keep getting better.

# Our vision

An education system where every child can thrive, no matter what their background.

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# Who we are

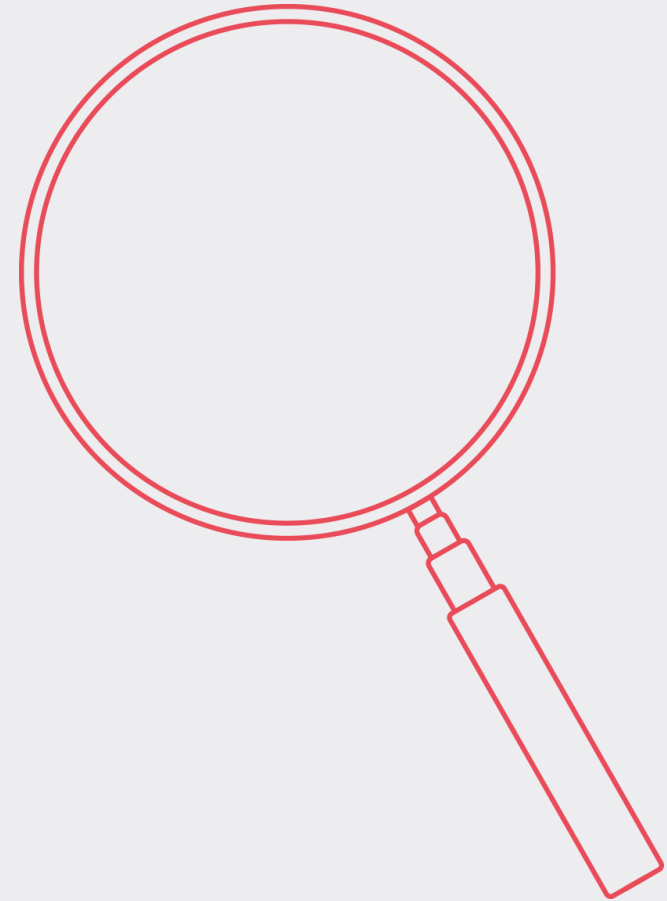
- > Charitable mission
- > Broad national network
- > Experience in teacher education
- > Evidenced based curriculum design
  - > ECF Expert Advisory Group



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# Experience

- > DfE: Early Roll-Out and Expansion
  - > c.700 schools and 4k+ participants
- > EEF: ECF Pilot
  - > 50 schools and 200 participants
- > Blackpool OA: Teach Blackpool ECF



# Design Principles


- > Regular, bite-sized learning
- > Example of classroom practice
- > Familiar routines
- > Practice makes permanent

## I4: Prior knowledge

Study · Preview

← →

### Watch



### Read

#### Teaching challenge

Ms McShane finds it hard to ensure all pupils understand the new ideas she teach...

Start reading

### Module principles


Familiarise yourself with the principles for this module:

- Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- Drawing on existing mental models helps us to learn new information and solve new problems more effectively.
- Weak prior knowledge can lead to misconceptions. Teachers must make the effort to diagnose what pupils do know, don't know and misunderstand.
- Teachers can build pupils' knowledge by reviewing pupil prior knowledge and introducing new material in steps while asking lots of questions.
- By carefully activating pupil prior knowledge and challenging pupils' incorrect beliefs, teachers can support pupils to develop accurate mental models.

### Development areas

Familiarise yourself with the development areas for this module:

- Checking pupils' prior knowledge
- Activating and building upon prior knowledge
- Addressing gaps in pupils' prior knowledge



# Programme principles

- > High-impact Instructional Coaching
- > Integrated and aligned with Core Induction Programme
- > Modular design
- > Designed with teachers, mentors and facilitators in mind

The screenshot displays a digital learning interface for a module titled "14: Prior knowledge". The interface is organized into four main sections:

- Header:** Features the module title "14: Prior knowledge" with a "Study / Preview" sub-label and navigation arrows.
- Watch:** Contains a video player showing a woman in a classroom setting. A play button is overlaid on the video.
- Read:** Includes a "Teaching challenge" section with a text snippet: "Ms McShane finds it hard to ensure all pupils understand the new ideas she teach...". Below this is a "Start reading" button.
- Module principles:** Lists key principles for the module, such as "Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge." and "Drawing on existing mental models helps us to learn new information and solve new problems more effectively."
- Development areas:** Lists specific areas for focus, including "Checking pupils' prior knowledge", "Activating and building upon prior knowledge", and "Addressing gaps in pupils' prior knowledge".

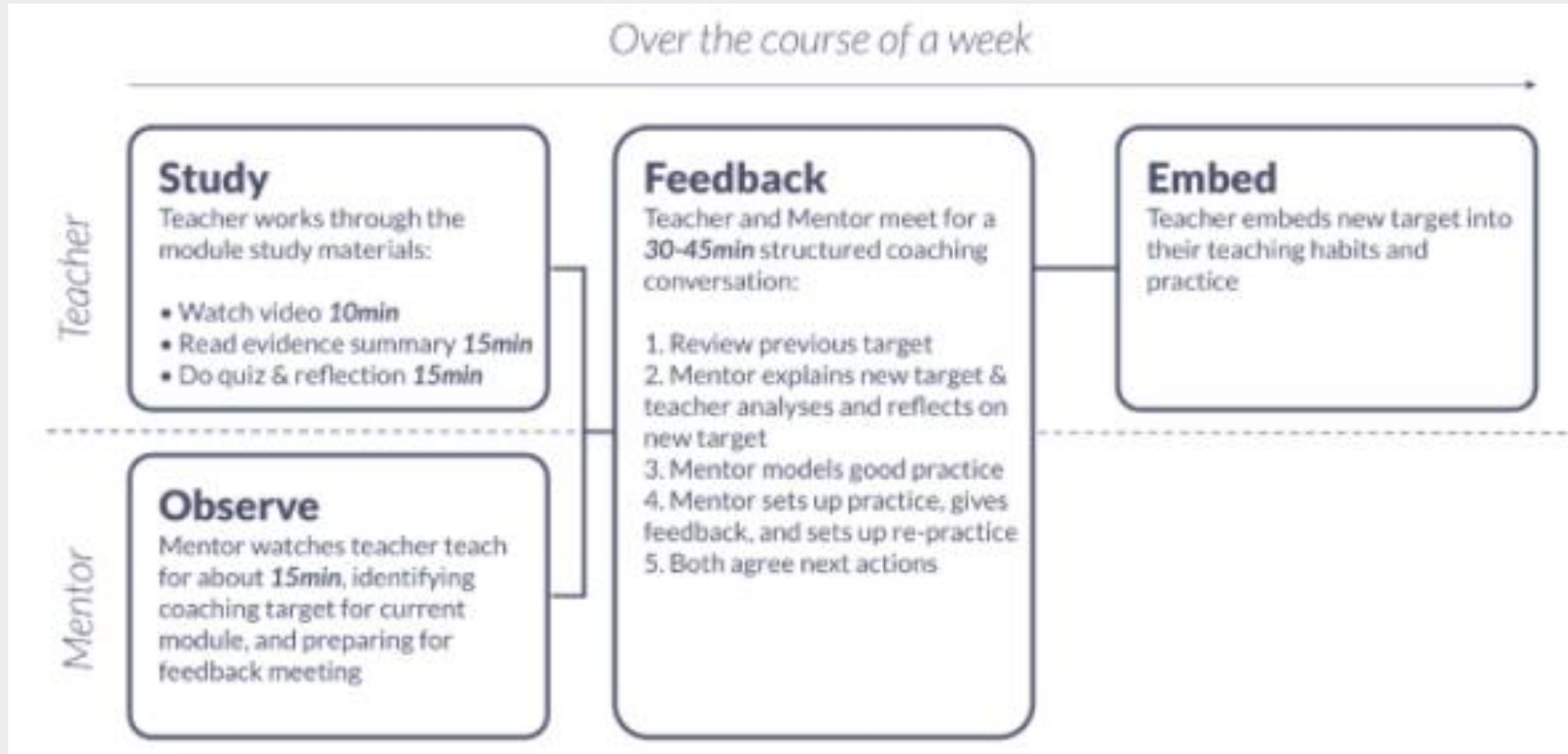
At the bottom right, there is a video player showing a woman in a classroom setting, with a play button and a progress bar.

# Programme structure

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION ECT CONFERENCE ONE		ECT CONFERENCE TWO			
		ECT CLINIC ONE		ECT CLINIC TWO		ECT CLINIC THREE
TWO	ECT CONFERENCE THREE					
		ECT CLINIC FOUR	ECT CLINIC FIVE		ECT CLINIC SIX	

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION MENTOR CONFERENCE ONE					MENTOR CONFERENCE TWO
		MENTOR CLINIC 1 COACH-ON-COACH 1		MENTOR CLINIC COACH-ON-COACH 2		
TWO						
		MENTOR CLINIC 3 COACH-ON-COACH 3				

# Programme structure





# Roles & responsibilities

	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.

# Questions

