LEICESTERSHIRE & RUTLAND
Teaching School Hub

Support
and Challenge

for ECTs

1. Ideas to support and challenge for both years of the ECF
2. The ECF sessions covered by Ambition
3. Each Steplab Step covered in each strand.
4. The Early Career Framework learn that and learn how to statements

How to use:

This pack gives an overview of practical ideas and questions to use with an Early Career Teacher who is excelling in their role. Choose the suggestions that feel right for your ECT, and your school to implement. This pack is not designed to replace the ECF or to add any additional workload to an ECT or any support roles, instead its intention is to provide some suggestions of how to further springboard ECTs, and support them in growing their impact in the profession.

What this is – ideas to springboard an ECT who is excelling.
What this is not – a tick list, in a specific order, compulsory, assessed.

Year 1

ECT	Mentor	Induction co-ordinator
• Observe teachers within you school and other schools with a focus on behaviour management and best practice • Meet with the SENCo – focus on specific needs within the class and how to best cater for these.Could observe other teacher that teach children with specific needs to support own practice. • Observe other teachers with a focus on Inclusion and challenge • Work with the subject leader, possibly team teach or observe • Ensure you are consistent – are you always applying the same routines/behaviour/planning expectations, what does this look like at 9am on Monday compared to 2pm on Thursdays? • Plan and lead an assembly	• Work with Mentor to look at time management to ensure manageability of the role –ensure that ECT has quality time away from school • Arrange for subject experts other than mentor observe an area of teaching ECT is not as confident in • When an ECT is succeeding at a step on steplab – watch them do it with their trickiest class/ most difficult time of day to ensure consistancy • Plan for pinch points in the week/year with your ECT – when are there multiple deadlines approaching? • Pre-empt– if you model how to deal with a difficult parent/behaviour situation before it occurs ECTs will have a mental model or script if it ever does	Working with mentor, look at areas for development. Could observe in other schools to support practice, team teach, CPD if needed

Year 2

ECT	Mentor	Induction co-ordinator
• Use the two year overview of Steplab steps to RAG rate your practice and plan your progression, both addressing your areas for development and developing your strongest areas • Lead your fortnightly meetings with your mentor focused on the areas you have identified • Shadow a subject/phase/pastoral leader • Work with subject leader to look at subject leader expectations, accountability and logistics • Identify your own needs for CPD and courses that could support these • Consider leading a club or supporting with revision session • Investigate the curriculum before and after the phase you teach • Look into some school structures that challenge your view on how education should be, read up on these or visit them • Visit a range of education settings – SEND, PRU, AP, Alternative age setting from the one you teach in, Independent/State funded schools • Find out more about the work of TAC/CIN/CAHMS etc, both in general terms and specifically, where appropriate	• Look at time management to ensure manageability of the role and that you get the best out of your ECT time • Provide challenge. Before your mentor meeting starts ask the ECT how much challenge they would like you to bring on a scale of 0 (none at all) to 10 (extremely challenging). Ask your ECT to bring a topic they would like to discuss or work on and provide the amount of challenge they have asked for • Step away (not literally) ask your ECT to lead the meetings and to map out how they would like to work through the ECT targets • Work with ECT to analyse end of Key Stage results and make suggestions around key areas **Challenging questions to ask:** • "Why have you chosen this area to develop?" • "How do you know by developing this it will have the greatest impact?" • "Is there anything else connected to this target that you feel could be hindering your progress here?" • "What is your evidence that this is your strongest/weaker area?"	• Working with mentor, look at areas for development. Could observe in other schools to support practice, team teach, CPD if needed • Working with mentor, identify strong practices the ECT has, ECT to model these in instructional coaching sessions for ECT1s or any ITT students • In discission with mentor and Headteacher, identify NPQ pathways that may be relevant for your ECT **Challenging questions to ask the ECT:** • "How are you making the most of the expertise in the school?" • "Who leads your mentor meetings, you or your mentor? And when and how do you decide who is best to lead?" • "Where do you see your path in education? What would be the next step to get you there?"

Year 1

Conference 1	Clinic 1	Conference 2	Clinic 2	Clinic 3
Introduce the science of learning: • Working model of memory (Dan Willingham) • Ebbinghaus Forgetting Curve • Mental models and schema • Cognitive load theory **Habits of planning** Breaking down knowledge and concept into steps that can be introduced and developed gradually to allow pupils to achieve success. Carefully sequencing teaching so that we build on pupils prior learning and support them to develop more complex mental models. dentifying particularly challenging concepts or potential misconceptions and planning how to overcome and address them. Planning opportunities for pupils to retrieve and practise applying prior learning in order to consolidate material and help pupils remember what they have learned. Increasing the complexity by ensuring the key knowledge is cumulative in its difficulty and that pupils have opportunities to apply their knowledge across a variety of contexts.	Using routines to manage behaviour	**Responsive teaching** **The conference covers:** Step 1 – Setting clear goals and planning learning carefully Step 2 – Identifying what students have understood and where they are struggling. Step 3 - Responding and adapting our teaching to support students to do better. **Some of the techniques explored** • Establishing effective behaviours for learning • Using Worked examples • Hinge questions • Guidance from explicit instruction to minimal guidance • Scaffolding • Quality first teaching • Exit tickets	Whole class verbal feedback	Giving effective praise

Year 2

Conference 3	Clinic 4	Clinic 5	Clinic 6
Implementing change and teacher wellbeing **To understand:** • What Year 2 of the programme entails • How the programme supports you to develop your expertise. • The importance of protecting time for rest and recovery in order to manage your wellbeing. One approach to implementing change and developing your practice to improve pupil outcomes. To reflect on: How developing your practice and implementing change can support your wellbeing in the longer term • How the programme supports you to develop your expertise. • The importance of protecting time for rest and recovery in order to manage your wellbeing. One approach to implementing change and developing your practice to improve pupil outcomes. To reflect on: How developing your practice and implementing change can support your wellbeing in the longer term	Pupil thinking and responses	Implementation	Developing pupil literacy

Behaviour strand

Week	Study and coaching (weekly)	Study and coaching (weekly)
1	**B1 Strand fundamentals and re-contracting** Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.	**Kick-off conference** Provides teachers with an overview of the science of learning and habits of planning. **Programme induction** Explains the programme and the ECF, and introduces teachers to aspects of self-regulation.
2	**B2 Routines** Explores effective routines, the role of classroom environment and its connection learning.	
3	**B3 Instructions** Shares role of high-quality instructions and how to plan and reinforce them.	Clinic 1
4	**B4 Directing attention** Examines monitoring and reinforcing expectations with praise, voice and movement(s).	
5	**B5 Low-level disruption** Focuses on managing low-level disruption to learning and how to maintain a positive environment.	
6	**B6 Consistency** Explores how teacher consistency builds a positive learning environment.	
7	**B7 Positive learning environment** Focuses on the classroom culture required for pupils to learn effectively	
8	**B8 Making learning manageable** Shares the link between success, behaviour and grain size.	
9	**B9 Challenge** Explores the role challenge plays in pupil behaviour	Clinic 2
10	**B10 Independent practice** Considers the link between successful independent practice and expectations, routines and feedback.	
11	**B11 Pairs and groups** Focuses on how to make paired and group work successful through expectations, routines and culture.	
12	**B12 Upholding high expectations** Examines how to continually reinforce established foundations.	

Instruction strand

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

Subject strand

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

High Expectations (Standard 1 – Set high expectations)

Learn that…	Learn how to…

Introduce the science of learning:

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils

2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils

3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential

4. Setting clear expectations can help communicate shared values that improve classroom and school culture

5. A culture of mutual trust and respect supports effective relationships

6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds

Communicate a belief in the academic potential of all pupils, by:

- Using intentional and consistent language that promotes challenge and aspiration
- Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum
- Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine
- Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes)`

Demonstrate consistently high behavioural expectations, by:

- Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils)
- Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration)
- Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate
- Acknowledging and praising pupil effort and emphasising progress being made

Notes

Learn that… statements are informed by the best available educational research; references and further reading are provided below.
Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

How Pupils Learn (Standard 2 – Promote good progress)

Learn that…	Learn how to…

1. Learning involves a lasting change in pupils' capabilities or understanding

2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas

3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory

4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded

5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge

6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly

Avoid overloading working memory, by:

- Taking into account pupils' prior knowledge when planning how much new information to introduce
- Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps)
- Reducing distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content)

Build on pupils' prior knowledge, by:

- Identifying possible misconceptions and planning how to prevent these forming
- Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known)
- Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content
- Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed

Increase likelihood of material being retained, by:

- Balancing exposition, repetition, practice and retrieval of critical knowledge and skills
- Planning regular review and practice of key ideas and concepts over time
- Designing practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work
- Increasing challenge with practice and retrieval as knowledge becomes more secure (e.g. by removing scaffolding, lengthening spacing or introducing interacting elements)

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Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

Learn that…

1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning

2. Secure subject knowledge helps teachers to motivate pupils and teach effectively

3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed

4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable

5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial

6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about

7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important

8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context

9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode

10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines

Learn how to…

Deliver a carefully sequenced and coherent curriculum, by:

- Identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components
- Ensuring pupils' thinking is focused on key ideas within the subject
- Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations
- Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content)
- Being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts

Support pupils to build increasingly complex mental models, by:

- Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge
- Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples
- Drawing explicit links between new content and the core concepts and principles in the subject

Develop fluency, by:

- Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables)
- Using retrieval and spaced practice to build automatic recall of key knowledge

Help pupils apply knowledge and skills to other contexts, by:

- Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject
- Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems

Develop pupils' literacy, by:

- Demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling
- Supporting younger pupils to become fluent readers and to write fluently and legibly
- Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught
- Modelling reading comprehension by asking questions, making predictions, and summarising when reading
- Promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children)
- Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making
- Teaching different forms of writing by modelling planning, drafting and editing

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Classroom Practice (Standard 4 – Plan and teach well structured lessons)

Learn that…

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning

2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned

3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible

4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases

5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success

6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems

7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary

8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success

9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice

10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation

11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set

Learn how to…

Plan effective lessons, by:

- Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain

- Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge

- Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material

- Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills

- Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes)

Make good use of expositions, by:

- Starting expositions at the point of current pupil understanding

- Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate

- Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples)

Model effectively, by:

- Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider when working independently and drawing pupils' attention to links with prior knowledge)

- Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories)

- Exposing potential pitfalls and explaining how to avoid them

Stimulate pupil thinking and check for understanding, by:

- Planning activities around what you want pupils to think hard about.

- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers)

- Providing appropriate wait time between question and response where more developed responses are required

- Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped)

- Providing scaffolds for pupil talk to increase the focus and rigour of dialogue

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Adaptive Teaching (Standard 5 – Adapt teaching)

Learn that...

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed

2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching

3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success

4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils

5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils

6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial

7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential

Learn how to...

Develop an understanding of different pupil needs, by:

- Identifying pupils who need new content further broken down
- Making use of formative assessment
- Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the Designated Safeguarding Lead
- Using the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively

Provide opportunity for all pupils to experience success, by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations
- Balancing input of new content so that pupils master important concepts
- Making effective use of teaching assistants

Meet individual needs without creating unnecessary workload, by:

- Making use of well-designed resources (e.g. textbooks)
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
- Building in additional practice or removing unnecessary expositions
- Reframing questions to provide greater scaffolding or greater stretch
- Considering carefully whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils

Group pupils effectively, by:

- Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum
- Changing groups regularly, avoiding the perception that groups are fixed
- Ensuring that any groups based on attainment are subject specific

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Assessment (Standard 6 – Make accurate and productive use of assessment)

Learn that...

1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs

2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear

3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use

4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect

5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve

6. Over time, feedback should support pupils to monitor and regulate their own learning

7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload

Learn how to...

Avoid common assessment pitfalls, by:

- Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps)

- Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance)

- Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments

Check prior knowledge and understanding during lessons, by:

- Using assessments to check for prior knowledge and pre-existing misconceptions

- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions)

- Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding

- Monitoring pupil work during lessons, including checking for misconceptions

Provide high-quality feedback, by:

- Focusing on specific actions for pupils and providing time for pupils to respond to feedback

- Appreciating that pupils' responses to feedback can vary depending on a range of social factors (e.g. the message the feedback contains or the age of the child)

- Scaffolding self-assessment by sharing model work with pupils, highlighting key details

- Thinking carefully about how to ensure feedback is specific and helpful when using peer- or self-assessment

Make marking manageable and effective, by:

- Recording data only when it is useful for improving pupil outcomes

- Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment)

- Using verbal feedback during lessons in place of written feedback after lessons where possible

- Understanding that written marking is only one form of feedback

- Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback)

- Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking

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Managing Behaviour (Standard 7 – Manage behaviour effectively)

Learn that...

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward)
7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure

Learn how to...

Develop a positive, predictable and safe environment for pupils, by:

- Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom
- Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues)
- Giving manageable, specific and sequential instructions
- Checking pupils' understanding of instructions before a task begins
- Using consistent language and non-verbal signals for common classroom directions
- Using early and least-intrusive interventions as an initial response to low level disruption
- Responding quickly to any behaviour or bullying that threatens emotional safety

Establish effective routines and expectations, by:

- Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points)
- Practising routines at the beginning of the school year
- Reinforcing routines (e.g. by articulating the link between time on task and success)

Build trusting relationships, by:

- Liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations
- Responding consistently to pupil behaviour

Motivate pupils, by:

- Supporting pupils to master challenging content, which builds towards long-term goals
- Providing opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school
- Helping pupils to journey from needing extrinsic motivation to being motivated to work intrinsically
- Prioritising the highlighting of errors related to misunderstandings, rather than careless mistakes when marking

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Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

Learn that…

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration
2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers
6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils
7. Engaging in high-quality professional development can help teachers improve

Learn how to…

Develop as a professional, by:

- Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice
- Strengthening pedagogical and subject knowledge by participating in wider networks
- Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment
- Engaging critically with research and discussing evidence with colleagues
- Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement

Build effective working relationships, by:

- Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school
- Seeking ways to support individual colleagues and working as part of a team
- Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling
- Working closely with the SENCO and other professionals supporting pupils with additional needs, making explicit links between interventions delivered outside of lessons with classroom teaching
- Sharing the intended lesson outcomes with teaching assistants ahead of lessons
- Ensuring that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.
- Knowing who to contact with any safeguarding concerns

Manage workload and wellbeing, by:

- Using and personalising systems and routines to support efficient time and task management
- Understanding the right to support (e.g. to deal with misbehaviour)
- Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks)
- Protecting time for rest and recovery

Notes

Learn that… statements are informed by the best available educational research; references and further reading are provided below.
Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

All References can be found here

Click here