



**Ambition
Institute**

EARLY CAREER TEACHERS

**MODULE
GUIDE
2020**



EARLY CAREERS TEACHERS

MODULE GUIDE

Our fully-funded Early Career Teachers programme is a unique, blended learning experience that will give NQTs and their mentors high-quality, evidence-informed training linked directly to the Early Careers Framework (ECF).

We've designed our programme to be flexible around different term lengths, exam periods, progress reviews and assessments. We're delighted to share with you a draft module sequence, giving you a taster of this pioneering new programme designed by teachers for teachers.

Early Career Teachers focuses deeply on one area of teaching at a time, allowing NQTs to see and feel that they are getting better. Foundational concepts are purposefully repeated and revisited across modules so that NQTs can easily connect the theory to what this looks like in practice at school.

If you'd like any further information on the modules or the programme, we'd love to hear from you. Please email us or call 020 3668 6865.

CONTENTS

Year 1

- > **Autumn - mostly behaviour focused**
- > **Spring - mostly instruction focused**
- > **Summer - mostly subject focused**

Year 2

How to apply

[FIND OUT MORE HERE](#)

YEAR 1 - AUTUMN - MOSTLY BEHAVIOUR FOCUSED

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

YEAR 1 - SPRING - MOSTLY INSTRUCTION FOCUSED

WEEK	STUDY AND COACHING	TRAINING
1	I1 - Strand overview and (re)contracting Introduces foundational elements of behaviour.	
2	I2 - Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment.	Clinic 3 Building effective relationships with parents and carers Examines what effective relationships might look like and how they can impact pupil motivation, behaviour and academic success.
3	I3 - Instruction for memory Considers how teaching can support lasting change in pupils.	
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 - Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.	
7	I7 - Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	
8	I8 - Explicit teaching Explores explicit teaching across a lesson/unit of learning.	Clinic 4 Adapting teaching for pupils Focuses on resources, grouping and working with other adults..
9	I9 - Scaffolding Focuses on how scaffolds and worked examples can help pupils, as well as looking at how to gradually remove them.	
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.	

YEAR 1 - SUMMER - MOSTLY SUBJECT FOCUSED

WEEK	STUDY AND COACHING	TRAINING
1	S1 - Strand overview and (re)contracting Introduces key concepts of curriculum and assessment to support in building subject/phase expertise.	
2	S2 - Planning backwards 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 the subject/phase's big ideas and the prior knowledge pupils have.	Clinic 5 Teacher wellbeing and workload Looks at teacher well-being, support available and ways to manage and reduce workload.
4	S4 - Acquisition before application Explores the role secure, relevant knowledge can play prior to application, and how to build and check for high success rates.	
5	S5 - Promoting deep thinking Focuses on ensuring deep, hard thinking from your pupils that balances a high success rate and sufficient challenge.	
6	S6 - Sequencing learning goals Examines the factors in sequencing learning goals and their implications on teacher planning.	
7	S7 - Disciplinary 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.	Clinic 6 Early Literacy 1 - Reading and phonics Focuses on systematic synthetic phonics, high-quality texts and early reading.
9	S9 - Designing formative assessment tasks Examines the link between learning goals, and formative and summative assessments.	
10	S10 - Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.	
11	S11 - Adapting teaching to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.	
12	S12 - Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.	

HALF TERM	STUDY (5 HOURS AS NEEDED) AND COACHING (FORTNIGHTLY)	TRAINING
HT1	Mostly behaviour focused: continue strand	<p>Conference 2 - Well-being and implementing change Provides an opportunity to reflect on Year 1, NQTs' development and wellbeing to-date, plus also consider the year ahead.</p> <p>Clinic 7 - Pupil wellbeing Explores a wide range of issues related to pupil wellbeing: pupil safety, child protection, safety online and more.</p>
HT2	Mostly instruction focused: continue strand	<p>Clinic 8 - Implementing change: prepare Focuses on professional development and the ability for it to be sustained over time.</p>
HT3	Mostly subject focused: continue strand	<p>Clinic 9 - Support and interventions Looks at specific learning needs, interventions and support available within and beyond school.</p>
HT4		<p>Clinic 10 - Implementing change: deliver Examines criticality in research and implementing classroom changes with fidelity.</p>
HT5		<p>Clinic 11 - Early literacy 2 Focuses on speaking and listening, writing, and the role they play for all learners.</p>
HT6		<p>Clinic 12 - Implementing change: sustain Reflection on development across ECF, a review of good professional development and consideration of professional development going forward.</p>

KEY:

- > **Study and coaching:** suggested focus for study and coaching topics
- > **Conferences:** face-to-face events
- > **Orientation:** independent content to work through in your own time
- > **Clinics:** 90 minute sessions exploring the key concepts of the ECF.

LEARN MORE

Children from disadvantaged backgrounds don't do as well at school. We are working to change that. Through our Early Career Teachers programme, we want to ensure that there are expert teachers in every classroom. Let us help you to grow your NQTs and watch them flourish as experts within your school or trust.

If you'd like to find out more about the Early Career Teachers programme or to apply on behalf of your school or trust, contact us using the details below.

✉ info@ambition.org.uk

🌐 ambition.org.uk

🐦 [@Ambition_Inst](https://twitter.com/Ambition_Inst)

FIND OUT MORE



Ambition Institute
is a registered charity,
number 1146924.