



Early Career Framework: National Rollout

Delivery Partners

Programme principles

- > High-impact approach
- > 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 several sections:

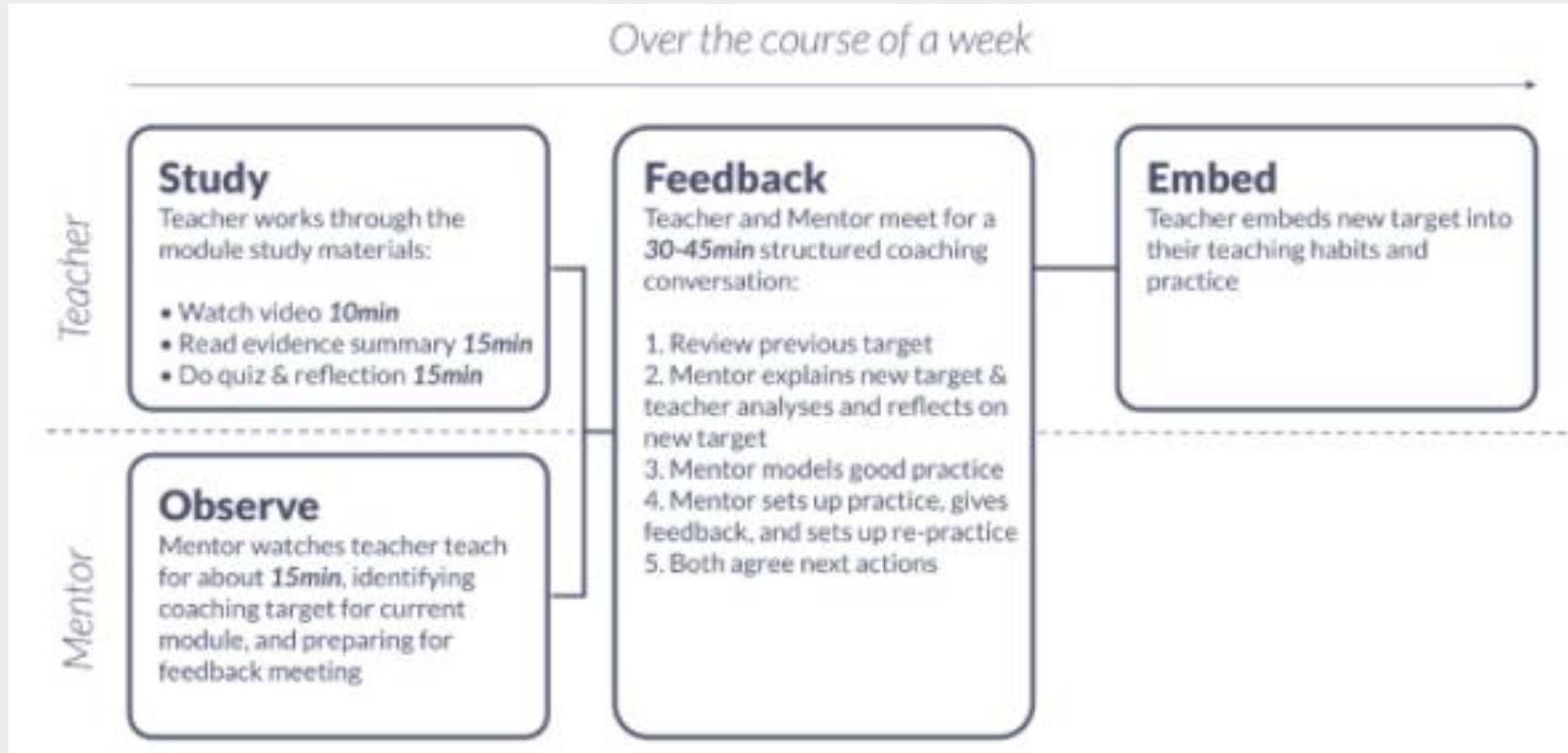
- Header:** "14: Prior knowledge" with a "Study - Preview" sub-label and navigation arrows.
- Watch:** A video player showing a woman in a classroom setting with a play button overlay.
- Read:** A section titled "Teaching challenge" with a "Start reading" button. The text below reads: "Ms McShane finds it hard to ensure all pupils understand the new ideas she teach...".
- Module principles:** A section titled "Module principles" with the instruction "Familiarise yourself with the principles for this module:". It contains four bullet points:
 - 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:** A section titled "Development areas" with the instruction "Familiarise yourself with the development areas for this module:". It contains three bullet points:
 - Checking pupils' prior knowledge
 - Activating and building upon prior knowledge
 - Addressing gaps in pupils' prior knowledge
- Video Player:** A second video player at the bottom right shows a woman in a classroom setting, with a progress bar at 1:02 and a 1x speed control.

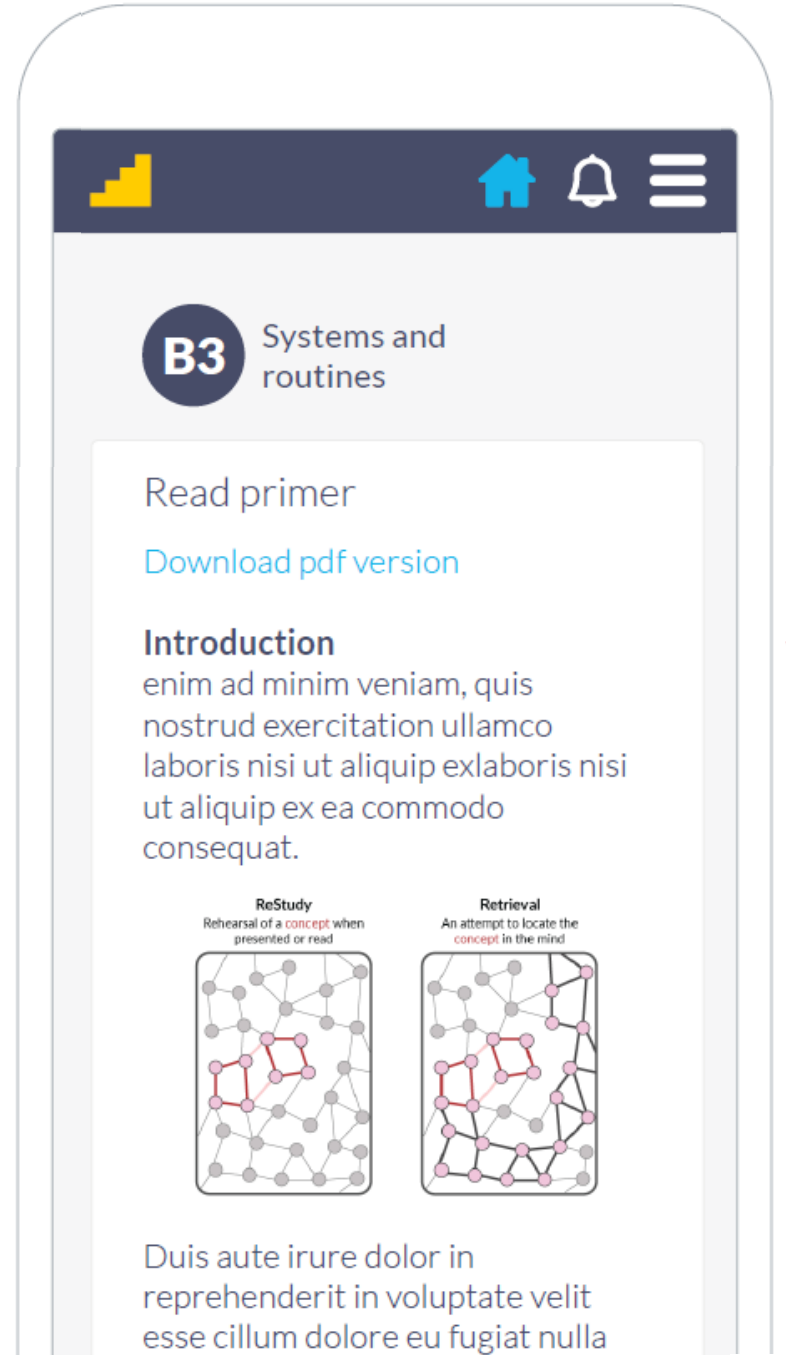
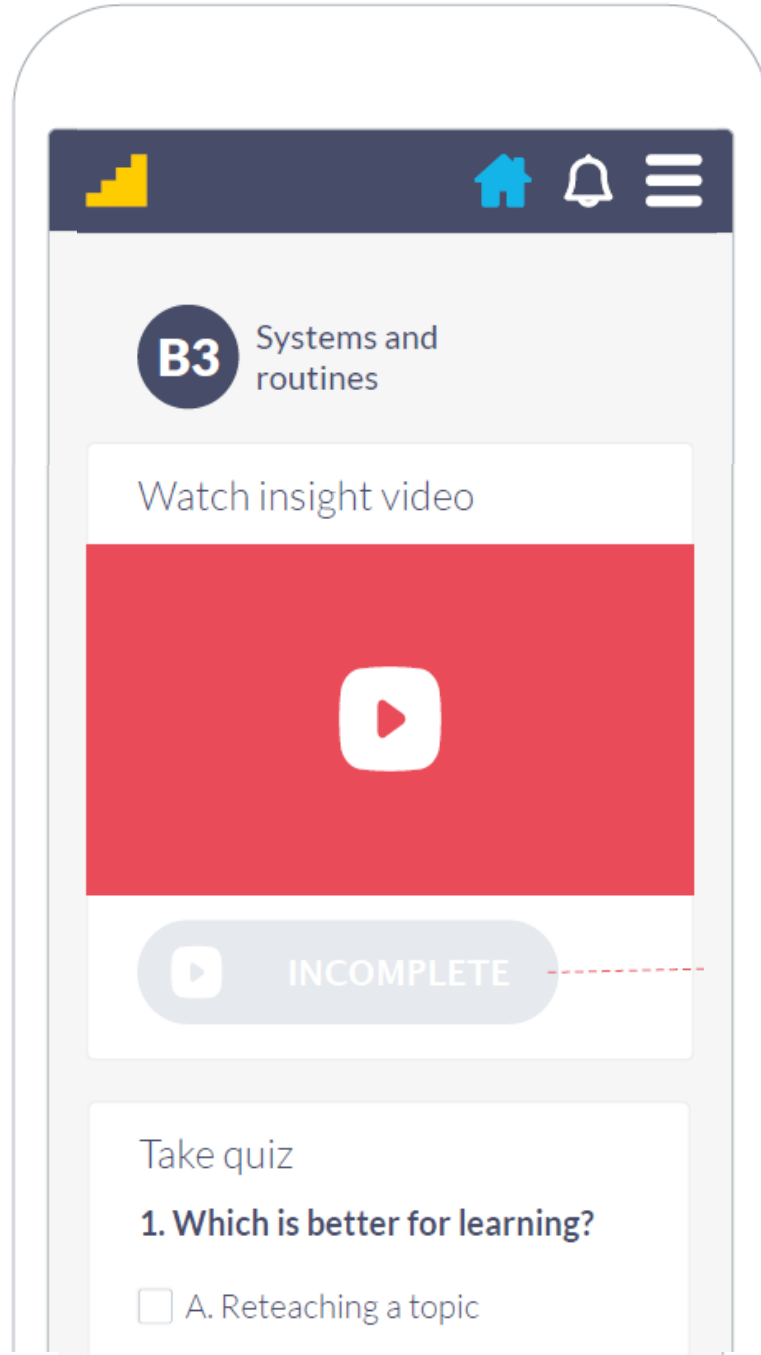
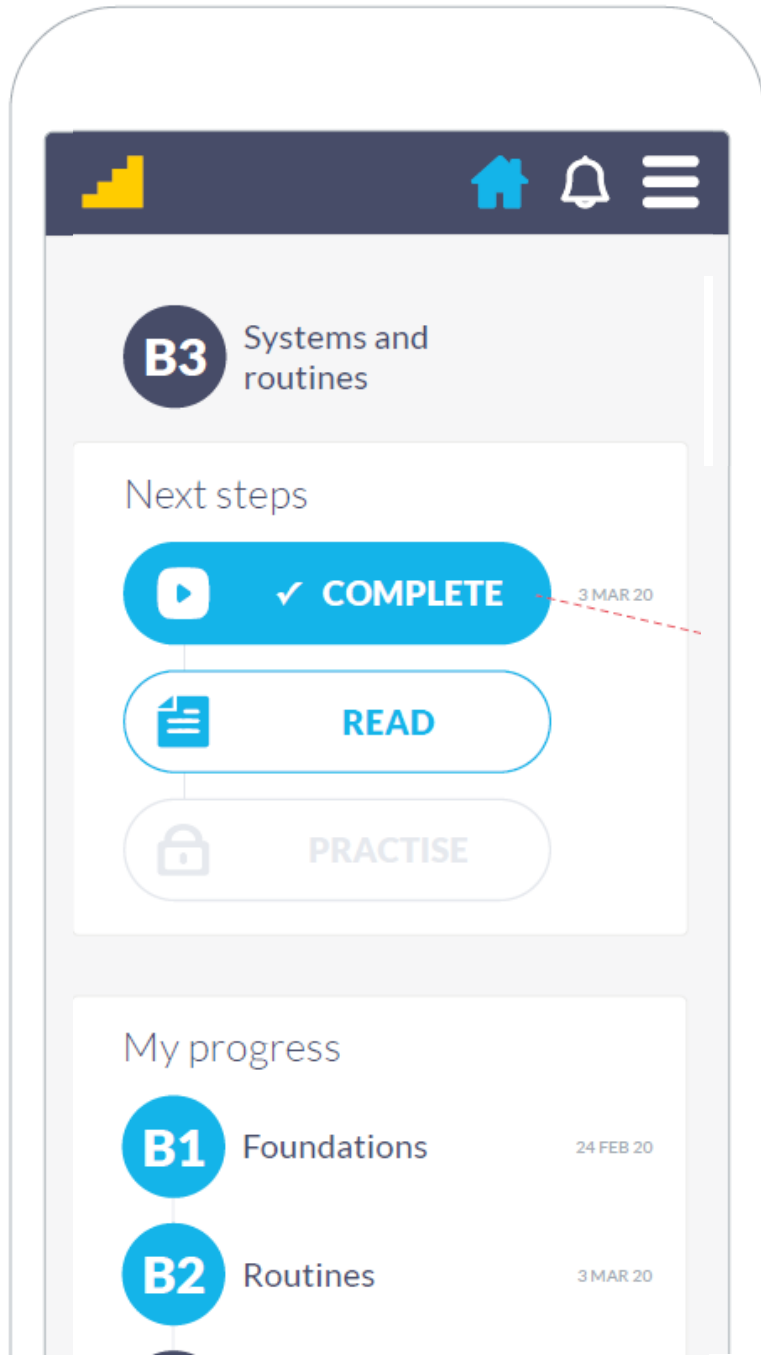
Programme structure

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 teacher .	Each teacher has a mentor to support their development. An experienced, practising classroom teacher keen and able to support the teacher 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 teacher understands and successfully embeds their learning into their classroom practice through effective coaching.	Ensuring that teachers and mentors 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.