Make the most of your membership

Students and Early Career Teachers

How to activate your membership

MyCollege

If you are a student you can register for FREE for the duration of your course <u>here</u>. We suggest you use your own email address rather than your university one.

If you are an ECT you are likely to be in the fortunate position that your school, trust or teaching school hub have taken out group membership on your behalf.

Group members are provided with a personalised link that will allow you to activate your membership.

Ask your contact for the link or if you need help registering please email our partnerships manager, Sara-Jane Ladums: sjladums@chartered.college.

Planning your professional learning

This workbook is designed to help you make the most of your membership with The Chartered College of Teaching.

It will help you to start planning your professional learning and guide you through some of our most popular resources.

We suggest you start planning your learning by using the editable goal planning template which can be found at the end of this workbook on page 12

Goal	
Reality	
Options	
Will	

Goal - What is the broad area that you want to develop?
- Have you already identified an area for development?
- Is there an area you are interested in and wish to develop?

Reality - What has been your experience so far?
- Reflect on your strengths / areas for development
- Consider your knowledge / classroom practice / feedback

Options - What professional learning could you undertake?
- Reading, books, journals, listening to podcasts
- Online courses, conferences and webinars

## Will - What professional learning will you undertake?
- How will you record your thoughts and reflections?
- How will you put your learning into practice into the classroom?
- How will this learning demonstrate that you are working towards the Teachers' Standards?

Access the Early Career Hub

The Early Career Hub is our one-stop shop for trainee teachers and early career teachers. A great place to start is the 'Planning your learning' article. Read this article first.

This workbook is going to take you through some examples of how to make the most of the Early Career Hub to suit your learning needs. The content is categorised into 8 key areas, which reflect the Early Career Framework and Teachers' Standards.

Before you get started, take a moment to reflect on your own journey and select a single focus. This will enable you to navigate the learning content in a way that holds meaning for you and your specific context.
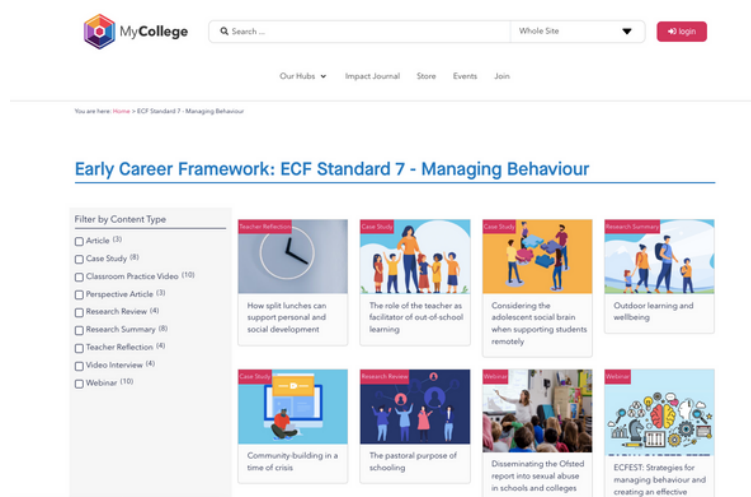
You might find it useful to set an initial goal around your first chosen area of focus.

- Which areas of the framework do you need to work on?
- Has your mentor highlighted areas you need to improve on?
- How much time each week are you going to dedicate to using the membership for your professional development?

We recommend using a paper or electronic notebook to record your reflections on this process so that you can return to them throughout your learning journey.

Research reviews and summaries

Research summaries are short articles that summarise findings from a single research article. Research reviews are longer articles that critically evaluate the evidence on a larger research theme.

Choose one of the standards from the Early Career Framework
Filter by content type to select research summaries and research reviews.

Early Career Framework: ECF Standard 7 - Managing Behaviour
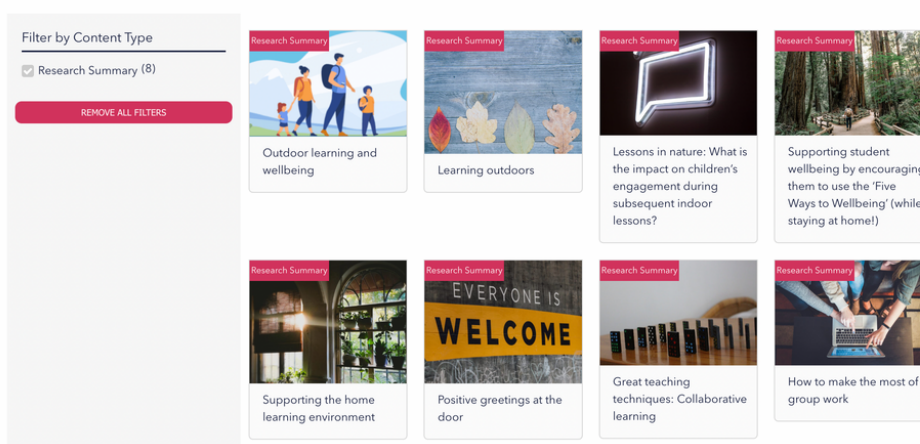
Choose one of the research summaries or reviews to read that is of interest and linked to your goal.

Actions you could take with the reviews and summaries:
- Bookmark the resource to return to at a later date
- Note the relevant standard, the article references
- Make notes on key points as your read or listen (some have audio)
- Save and print the PDF summary (if one is available)
- Highlight, annotate and add to your portfolio.

Reflective questions:
- What is your biggest takeaway?
- How can you apply this to your teaching practice?
- Is there a class/student that you think will benefit from this? How? Why?

Case studies

Case studies are investigations of single settings or interventions and offer an opportunity to understand how theory and research work in practice. These articles are written in the first person by experienced teachers.

Case studies can be selected using the filter by content type function.

Many case studies have an audio option so you can listen on the go.
Choose a case study to read or listen to.

Actions:
- Bookmark the resource to return to at a later date
- Note the relevant standard, the article references
- Make notes as you read or listen
- If you chose to print the screen, highlight key points as you read the article
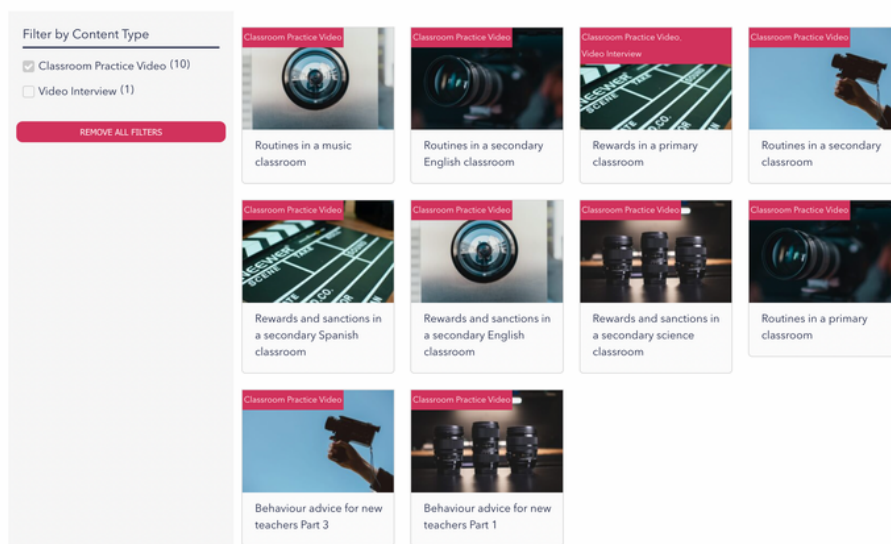
Reflective questions
- What is your biggest takeaway?
- How can you apply this to your teaching practice?
- Is there a class/student that you think will benefit from this? How? Why?

Classroom practice videos

Classroom practice videos provide an opportunity to see effective teaching techniques in a classroom setting

Early Career Framework: ECF Standard 7 - Managing Behaviour

Filter by Content Type

☑ Classroom Practice Video (10)
☐ Video Interview (1)

REMOVE ALL FILTERS

Routines in a music classroom

Routines in a secondary English classroom

Rewards in a primary classroom

Routines in a secondary classroom

Rewards and sanctions in a secondary Spanish classroom

Rewards and sanctions in a secondary English classroom

Rewards and sanctions in a secondary science classroom

Routines in a primary classroom

Behaviour advice for new teachers Part 3

Behaviour advice for new teachers Part 1

Actions:

- Bookmark the resource to return to at a later date
- Choose one of the videos to watch
- Note the relevant standard
- Make a note of the literature link
- Answer the reflective questions and prompts – these will help you consider how this could support your teaching practice.

Routines in a secondary English classroom

Classroom Practice Video

Behaviour | Effective instruction | English

🔖 Bookmark (2)

Robert Marzano suggests that 'it is simply not possible for a teacher to conduct instruction for children to work productively if they have no guidelines for how to behave, when to move about the room, and where to sit, or if they interrupt the teacher frequently and make whatever amount of noise pleases them.' (Marzano, 2003)

As you watch this video of classroom practice from Beaumont School, consider how the teacher has established:

- Routines for entry to the lesson
- Routines for reinforcing behaviour expectations
- Routines for establishing a safe **classroom climate**

Whether you're setting out with a new class and establishing routines or revisiting routines to help things run more smoothly, take some time to reflect on what the teacher has done, how they've done it, what they might have done differently, and how this might influence your own practice.

Events and webinars

Early Career Framework: ECF Standard 7 - Managing Behaviour
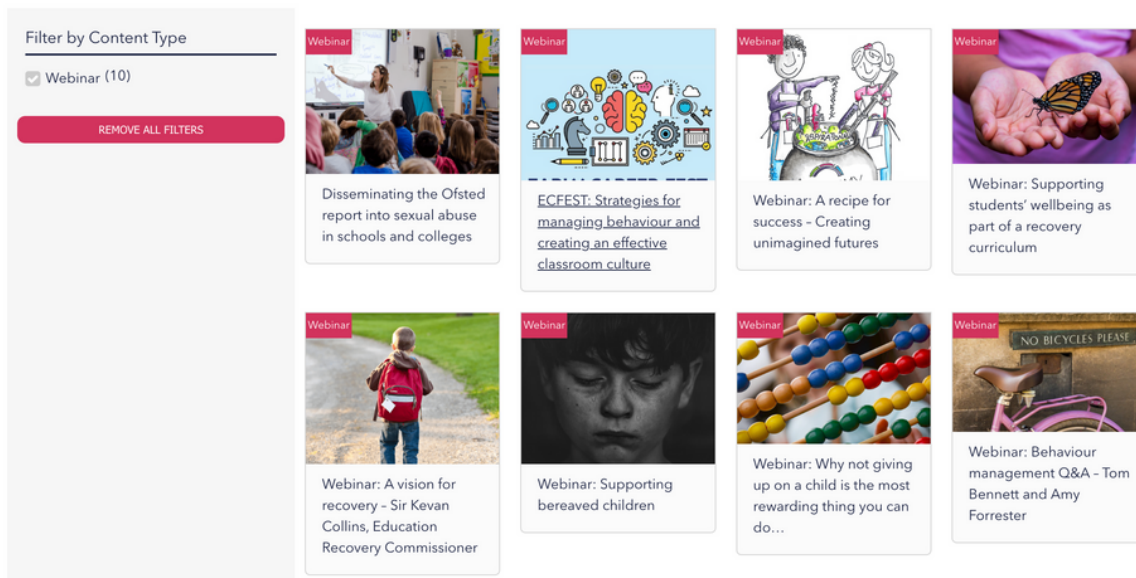
Choose an appropriate webinar to watch that is linked to a standard you are interested in or need to develop further.

Actions:
- Download and print the audio transcript
- Have it with you as you watch the webinar – highlight and make notes on the transcription and use it to add to your evidence file
- Many of the presenters have also included their slide decks so you may want to download these too
- Write a note in the comments highlighting your key takeaway – this is a great way of engaging in professional discussion with colleagues
- Go to the events page and register for a webinar that interests you and put it in your diary for ongoing CPD.

Key resources for ECTs

Over the next few pages you will find some key resources for a selection of the Early Career Framework standards that resonate with our members the most.

TS4: Planning and teaching well-structured lessons

Research Summary 📖	Perspective article 💡	Toolkit 🔧	Webinar 💻	2 minute read ⏰
What is retrieval practice?	**Skilful questioning**	**Principles of Instruction**	**Lesson Planning with Yamina Bibi**	**Lesson planning: Practical tips**
This research summary provides an overview of the evidence-base underpinning regular retrieval practice in lessons. It also signposts other resources to further develop your use of this pedagogical strategy.	This perspective article explains the research-base underpinning effective questioning and provides a range of practical strategies to trial in the classroom to improve your approach.	This toolkit provides a range of resources to develop your understanding of the Principles of Instruction. We also recommend that you read the following articles to understand how you can apply these principles in a primary and secondary setting.	In this webinar, Assistant Headteacher, Yamina Bibi explains how to plan and deliver an effective lesson to support student progress using evidence-informed strategies.	In this quick read, Ross Morrison McGill provides 7 practical tips to improve your approach to lesson planning.

What is retrieval practice and how can I use it in the classroom?

Research Summary

Written By: Tom Sherrington and Sara Stafford

Principles of Instruction

Toolkit

Chartered College of Teaching

Published on: January 25, 2022

Key resources for ECTs

TS6: Making accurate and productive use of assessment

Research Summary	Classroom practice videos	Perspective article	Webinar	2 minute read
Effective feedback series	**Live marking**	**Making marking manageable**	**Assessment and feedback**	**Four Pillars of Assessment**
This series of research summaries provide an overview of the evidence-base for a range of feedback strategies.	In these classroom practice videos, watch experienced teachers live mark their students' work to support progress in real time. You can see this feedback strategy in action in both a primary and secondary setting.	These articles provide practical advice and guidance for those seeking to make their marking load more manageable in a primary and secondary classroom.	In this webinar, Assistant Headteacher, Yamina Bibi, outlines a range of effective assessment and feedback strategies that support student progress.	In this short read, Samantha Franklin provides an overview of the four pillars of assessment and briefly discusses the possible implications of this on your own practice.
• selective marking • whole-class marking • self-assessment • class critique • marking lean • redraft and redo • revisit and respond				

Effective feedback: Workload vs impact

Research Summary

Written By: Tom Sherrington and Sara Stafford
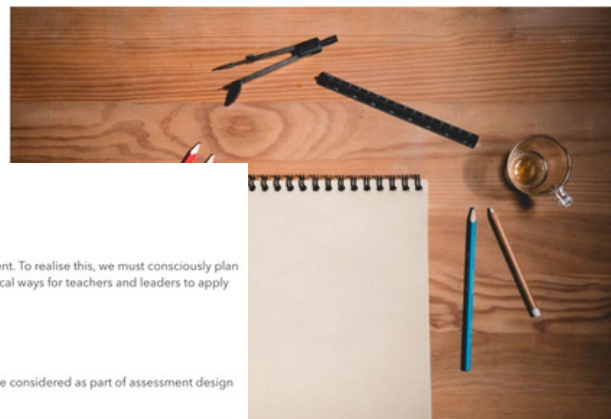
The four pillars of assessment

What's the idea?

Effective assessments can be powerful tools for enhancing learning and raising attainment. To realise this, we must consciously plan assessments with purpose, **reliability**, **validity** and value in mind. This guide offers practical ways for teachers and leaders to apply these principles to make assessment more meaningful.

What does the research say?

Evidence Based Education (2018) proposes "Four Pillars of Assessment" which should be considered as part of assessment design and implementation:

- Purpose: What function do we want this assessment to serve? Has it been planned in a way which elicits the highest-quality information possible towards the intended end use?
- Validity: To what extent does this assessment measure what we intended it to? How relevant and appropriate are the inferences made from the assessment outcomes, towards our purpose?
- Reliability: How precise and consistent are the measurements we generate from this assessment? How precise and consistent are the inferences we make from these?
- Value: Is the outlay of time and resources (for both pupil and teacher) justified in relation to the quality of information gained from this assessment? Is it being used to improve pupil learning and progress?

Christodoulou (2016) reasons that whilst it is not impossible to use assessments for dual purposes (such as making both formative and summative inferences), doing so can dilute the validity, reliability and value of both. Finally, when assessing to make judgements about pupil progress through the curriculum, we must ensure assessments are designed to measure *learning* (relatively permanent changes to long-term memory) rather than *performance* (temporary variations in knowledge and skills that are observed shortly after acquisition) (Soderstrom and Bjork, 2015).

Key resources for ECTs

TS7: Managing behaviour effectively

Research Review	Video interviews	Perspective article	Webinar	2 minute read
Rewards and sanctions in the classroom This research review comes in two parts: Part I and Part II. These articles explore the evidence-base underpinning effective use of rewards and sanctions in the classroom.	**Behaviour advice for new teachers** In this series of videos, watch experienced practitioners offer practical advice on a range of effective behaviour management strategies. Watch Part I, Part 2, Part 3 and Part 4	**Reflecting on routines** This article provides practical advice for new teachers looking to establish effective entry, exit and transition routines in their classroom.	**Behaviour management Q&A** In this webinar, behaviour experts, Tom Bennett and Amy Forrester host a Q&A session, providing practical tips and debunking behaviour myths.	**Behaviour management: Practical tips** In this quick read, Alex Quigley provides 10 practical tips for effective behaviour management in the classroom.

When children don't want to behave

Many of the classroom management strategies used by teachers concern rules for living together rather than learning behaviour per se: waiting for a turn to speak, working together, sharing etc. Psychologists refer to these behaviours as 'prosocial'. It is difficult to imagine them being fun to do and might require a lot of effort, especially for young children. Using rewards could, therefore, be seen as a way to impart these rules to children and avoid undesired behaviours. However, here again, extrinsic motivators may have negative long-term effects as they interfere with students' capacity for self-regulation and the internalisation of values (Joussemet et al., 2004). For example, children whose parents make frequent use of rewards tend to be less likely to help others than their peers (Fabes et al., 1989) and young children who have been offered a reward are less likely to share if it comes at a cost to them (Ulber, Hamann and Tomasello, 2016). Developmental researchers argue that the goal of socialisation should be self-regulation, not mere compliance with external regulators (Joussemet et al., 2004). In other words, we want children to share because sharing is good, not because they think they can get a sticker out of it.

That being said, a recent study on behaviour modification programmes (Bear et al., 2017) showed a mild positive effect of reward and praise systems on students' intrinsic motivation to behave prosocially. However, the study did not look at long-term effects. A well-known attribute of rewards is that they need to be maintained. They do not produce self-sustaining behaviours. Because individuals are doing a task or displaying a behaviour for the reward, when the reward is no longer offered there is no longer a reason to continue with the task or behaviour. Indeed, many studies have shown that when rewards are no longer offered, extrinsically motivated behaviours return to what they were before (see Reeve, 2006 p. 649).

In some cases, individuals continue to engage with the behaviour or task because they assume they have a chance of receiving the reward again (Lepper and Henderlong, 2000). Some people might also show 'pressured persistence', that is to say, they engage in the task even when there is no longer an extrinsic reason, because they feel some pressure to do so and feel they ought to (Ryan, Koestner and Deci, 1991). However, in the absence of rewards the effect is not long-lasting (Wiechman and Gurland, 2009).

Key resources for ECTs

The resources in this page may help you to manage your workload and maintain your work-life balance.

Managing workload and maintaining wellbeing

Community 👥	Article 📝	Case study 📊	Webinar 💻	Teacher reflection 💡
What small things are teachers doing to take care of themselves? In this article, teachers share their top tips for maintaing your wellbeing during term time. Highlight five of them and have a go!	**Why a work–life balance is essential for the teaching profession** This article provides practical guidance and words of wisdom to help you manage workload in your first year of teaching.	**Reducing teacher workload without affecting the quality of marking** In this case study, one school documents their journey towards reducing workload whilst improving student outcomes through effective use of whole class feedback	**Practical strategies for managing your time, workload, and wellbeing** In this webinar, Assistant Headteacher, Yamina Bibi, provides practical strategies for managing your time and workload, and guidance on how to maintain your wellbeing in the early years of your career.	**How a work–life balance can be achieved using professional development** In this reflection, experienced teacher, Suzanne Allies offers practical advice and guidance to help you maintain a work-life balance at the early stages of your career.

Lesson planning

Article

Written By: Ross Morrison McGill

The Profession

📘 🐦 💼

2 min read   18%

As a trainee you will probably be expected to write a detailed lesson plan for your teaching course. Of course, you want to be prepared, but where do you start, and how should you go about planning lessons throughout your career?

Effective teaching, which is crucial for students' understanding and progression, is supported by effective planning (DfE, 2017). However, lesson planning is not a form-filling exercise – it's a process of thought and reflection. Planning a lesson should begin with what you want students to *learn*, rather than what they should *do* – it should fit into your broader scheme of work, involving the topic you are teaching, the knowledge students already have, and what you want them to take away from the lesson (McGill, 2017).

What does this mean in practice? There are a range of options to consider in the planning process that can help to make it efficient and effective for you and your students:

Goal planning template

Use this tool to plan your professional development

	Use this space to plan your professional development
Goal	
Reality	
Options	
Will	

Reflective tool

You may want to consider using the reflective tool below to record your thoughts, guide reflections and inform actions going forward.

Learning focus	Why have you chosen this focus?	Link to the Teachers' Standards

Reflection points	Use this space to write down any thoughts, feelings, reflections or questions you may have.
In what ways has this learning resonated with your existing knowledge or shifted your thinking?	
Are there any questions you have or points you may need clarifying?	
What are the challenges of implementing this approach in your context and how might you overcome them?	
Note down one key takeaway from this learning.	

Actions forward (e.g. additional reading, discussion with line manager, trial a new strategy, observe advice from a colleague etc.)	Other considerations (e.g. time, resources, funding, support from colleagues etc.)

Post-application

What was the intended goal?	What change did you make to your practice to acheive this?	What evidence informed your approach?

Reflection points	Use this space to write down any thoughts, feelings, reflections or questions you may have.
What were your initial feelings and expectations about making this change to your practice?	
What was the impact of your change in approach on the student/s in your class? Did it meet expectations?	
Were there any challenges that arose whilst implementing this approach? How did you/could you overcome these challenges?	
Is there any further support you might need to further refine your approach?	
Outline one or two actions going forward to further refine this approach.	