

Development cycle 6

Development cycle 6: Developing a coherent curriculum

Week 1: Retrieve

ECTs should complete the retrieval quiz and revisit areas of the self-directed study that would benefit their development. The areas that relate most to this development cycle are:

- Module 6 - Session 2: Identifying concepts, knowledge and skills
- Module 6 - Session 3: Sequencing teaching and learning
- Module 6 - Session 4 & 5: Helping pupils to master important concepts, knowledge and skills

Weeks 1 – 2: Extend

Seminar 6: Developing a coherent curriculum

We know that a coherent curriculum is important for developing pupils' mental models of key concepts over time, so the purpose of this seminar is to support ECTs to plan and teach their curriculum as a whole, rather than as isolated units of work.

They'll look at how a foundational concept is sequenced in their subject or phase, considering the links between units/modules and how these support pupils to build understanding. Using their own curriculum road map for their subject, key stage and school, they'll identify and highlight where a foundational concept occurs, where it is revisited and consider how it is developed and built upon through the key stage.

For this seminar, they'll need to have access to a copy of your school's curriculum for their subject and phase area to use during the seminar. If they are an Early Years ECT, they'll need to have access to their Understanding the World and Maths curriculum. Primary ECTs will need to have access to their schools' geography curriculum for their key stage (e.g. key stage 1 or key stage 2).

Weeks 1 – 2: Refocus

Mentor interaction 1 – your ECT will decide their area of development

Weeks 2 – 3: Demonstration

Mentors should support ECTs to arrange an observation and/or discussion with an expert colleague. ECTs will then complete a reflection on the demonstration on Brightspace.

Weeks 2 – 3: Deconstruction

Mentor interaction 2 – ECTs and mentors discuss the demonstration, using the ECTs Brightspace reflection to support the discussion.

Weeks 3 – 5: Integration

ECTs incorporate new learning into their practice.

Weeks 3 - 5: Feedback

Mentor interaction 3 – Mentors conduct a drop-in observation and/or discussion and provide feedback to ECT.



Mentor training

Self-directed study

Mentor self-directed study for this half-term is to complete the final mentor assessment. The purpose of this assessment is to assist mentors in understanding their strengths and weaknesses against learning science and the Early Career Framework. Mentors will recall taking this assessment at the start of Year 1 and again at the end of year 2. This final assessment will provide mentors with information on how their knowledge of theory and application has developed.

Mentor seminar

The mentor seminar for this half-term focuses on developing beyond the ECF. Mentors will celebrate their ECTs progress and consider how to set them up to continue to develop after the ECF. Mentors will also have time to reflect on their own development as mentors.