Early Career Framework

Module two – How do pupils learn?

Module two of the Early Career Framework Programme is available for you to access on Brightspace. The module predominately focuses on the statements outlined in Standard 2 outlined in the Early Career Framework and looks at the role of memory in pupil learning.

Subject matter expert

This module has been designed in conjunction with subject matter experts Benjamin Riley (Twitter: @benjaminriley) and Jim Heal from Deans for Impact. Deans for Impact is an organisation that aims to shape teacher training to improve student outcomes. Their training is rooted in understanding the role that memory plays in learning, and subsequently how teachers can support the retention of knowledge.

Seminars

The focus for the two training seminars for module two are:

Seminar 1: Avoiding working memory overload

You will build further on your understanding of working and long-term memory and develop key strategies to use in the classroom to ensure you are managing the cognitive load of your pupils. The seminar will cover the use of combining verbal and graphical representations along with worked and partially worked examples. In the session, you will be asked to share learning carried out during your self-directed study.

Seminar 2: Building well organised mental models

You will explore how mental models can be built by pupils in the classroom and how teachers can use retrieval practice to support this. You will be asked to share learning carried out in session 4 of your self-directed study and will begin to plan the use of low stakes retrieval questions into your practice.

Prior to each seminar, please ensure you have prepared by completing activities on the module 2 seminar preparation pages on Brightspace.

Self-directed study

The self-directed study is broken down into five sessions:

The working and long-term memory

Considering how to introduce new knowledge to pupils (which examines Dual Coding and breaking down complex knowledge)

Using worked and partially completed examples

Helping pupils to remember (which looks at retrieval/spaced practice and developing mental models)

An introduction to metacognition (this will be returned to across subsequent modules)

Stretch content

The stretch content for this module focuses on developing self-regulation in pupils. It is based on sections of the guidance report 'Metacognition and Self-regulated learning (EEF, 2018)'.

Programme Guide

Your programme guide will outline the online study materials, seminars, and the focus of weekly mentor interactions. This can be found in the resources section of My Teach First