




ITT Core Content Framework (CCF) Exemplification Resources

This document has been produced 'by the sector' and 'for the sector.' It provides a selection of exemplification resources related to the CCF. It is designed as an introductory document for **providers** to use with their trainees and the colleagues who provide them with expert mentoring and support. It provides links to readily available resources which support each of the 'learn how to' emboldened statements in the ITT Core Content Framework (CCF). Each emboldened statement is set out under the relevant section of the Teachers' Standards, following the CCF layout. Some of the resources are applicable to more than one of the Teachers' Standards.

A few short articles, blogs, webpages  and/or video links,  referring to practical teaching approaches, have been selected for each section. **All** the suggested resources could be used with trainees and colleagues who provide expert mentoring and support to:

- learn more about the trainee entitlement, the content and experiences covered, and the terminology used in the CCF
 - identify opportunities for trainees to observe expert teachers using the approaches in the CCF
 - apply approaches in the CCF to the development of trainees' teaching skills as they rehearse and refine their practice
 - focus discussions and analysis between trainees and expert colleagues who mentor and support them during placements
 - use as part of training or online training materials
 - use as part of virtual placement activities
- enable trainees to utilise more detailed research  related to the Early Career Framework (ECF) available on the Chartered College of Teaching's Early Career Hub to reflect, review and further improve their practice.

S1 Set high expectations

CCF Communicate a belief in the academic potential of all pupils



This short article shows how teachers set high expectations for pupils by using a 'stretch and challenge' model. It suggests 10 practical approaches trainees can observe happening and then use in the classroom related to: learning intentions, independence and resilience, questioning and discussion, choice of task, resources, groupings, feedback, academic vocabulary, homework and teaching assistants: <https://www.sec-ed.co.uk/best-practice/stretch-and-challenge-in-your-classroom/>



This 10-page Education Hub New Zealand Research Guide considers why high expectations are important, key differences between high and low expectations, how to adopt the teaching practices of high expectation teachers and how a teacher can transform their own pedagogical thinking. It provides a short self-assessment checklist for teachers to review their own practice: <https://theeducationhub.org.nz/wp-content/uploads/2018/06/How-to-develop-high-expectations-teaching.pdf>



This Australian evidence paper introduces the state of Victoria's early years practice principle 'high expectations for every child.' It emphasises how early childhood professionals should consider multiple ways of knowing and learning, value children's strengths and differences and use these in their planning and assessment: <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/highexpect.pdf>

CCF Demonstrate consistently high behavioural expectations¹



Behaviour guidance was published along with the ITT Core Content Framework in November 2019. This 2-page summary explains the features of effective behaviour management for trainees: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>²



Classroom Behaviour | Online resources and videos | Bill Rogers : <https://study.sagepub.com/rogers4e>

ECF Chartered College of Teaching's Early Career Hub









Further videos and articles on setting high expectations can be found at: <https://earlycareer.chartered.college/1-high-expectations/>










¹ Further resources on behaviour can be found in [S7 Manage behaviour effectively](#)




S2 Promote good progress

CCF Avoid overloading working memory

	<p>This 9-minute TED talk provides an introduction to the importance and limitations of 'working memory': https://www.youtube.com/watch?v=UWKvpFZJwcE</p>
	<p>This 6-minute introductory video looks at 'overloading working memory'. It considers the use and relevance of working memory to learning, teaching and performance: https://www.youtube.com/watch?v=zPNwWK7T39k</p>
	<p>This booklet provides an introduction to working memory and the role it plays in everyday life, particularly in supporting learning in school. https://www.mrc-cbu.cam.ac.uk/wp-content/uploads/2013/01/WM-classroom-guide.pdf</p>
	<p>This article from the British Psychological Society unpacks the issues of working memory in the classroom and some classroom interventions that might support students who are struggling with working memory challenges : https://thepsychologist.bps.org.uk/volume-21/edition-5/working-memory-classroom</p>
	<p>This weblink uses text and short videos to comprehensively explain how trainees can get started with metacognition². It clarifies the difference between metacognition knowledge and metacognition regulation and explains how both can be encouraged in the classroom. It includes a checklist and glossary: https://cambridge-community.org.uk/professional-development/gswmeta/index.html</p>
	<p>The Ambition Institute's paper on 'The Learning Curriculum' provides a guide for teacher educators when teaching teachers about the science of learning. It covers: the environment and attention; working memory, load and thought; long-term memory; linking new learning to prior knowledge and helping pupils to remember what they learn: https://www.ambition.org.uk/research-and-insight/learning-curriculum/</p>








² Further resources on metacognition can be found in **S4 Plan and teach well-structured lessons: model effectively**

	<p>The Science of Learning summarizes existing research from cognitive science about how pupils learn and research on its practical implications for teaching and learning for new teachers and teacher educators: https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf</p>
<p>CCF Build on pupils' prior knowledge</p>	
	<p>This article from the Chartered College of Teaching's Impact journal introduces a design framework for a teaching session, focused on prior knowledge and designed to engage all children in a task involving understanding. It involves the sharing of knowledge, follow up tasks that challenge pupils' understanding and includes a provocation to expose a misconception: https://impact.chartered.college/article/tay-pedagogical-challenge-engaging-prior-knowledge/</p>
	<p>This webpage is part of the DfE's guidance for schools published in June 2020. It is designed to help schools identify and address gaps in pupils' understanding after a long period of remote education due to the coronavirus (COVID-19) outbreak: https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding</p>
	<p>This Sec Ed 12-page supplement is designed to show how schools can approach teaching and learning in order to support pupil progress and begin to close the gaps as a result of COVID-19 disruptions to education: https://assets.markallengroup.com//article-images/228908/B2S3-July2020-Teaching.pdf</p>
	<p>This blogpost discusses how knowledge is related to schema building and introduces the concept of generative learning. https://teacherhead.com/2020/10/04/teaching-for-understanding-schema-building-and-generative-learning/</p>
<p>CCF Increase the likelihood of material being retained</p>	
	<p>This short TES article looks at 'retrieval practice' a technique used to change long-term memory and encourage pupils to retain what they have been taught. The article suggests activities that can be used by pupils to recall what they have learnt in previous lessons and apply this learning to solve future problems: https://www.tes.com/news/retrieval-practice-five-new-tips-make-learning-stick</p>
	<p>This article in the Chartered College of Teaching's Impact journal focuses on the role of retrieval in primary and secondary classrooms. The article explains that people remember things better when tested on them because the process of retrieving information from memory helps learning to be consolidated. Practical examples of the ways in which retrieval practice can be integrated in primary and secondary classrooms are provided: https://impact.chartered.college/article/firth-assessment-as-learning-role-of-retrieval-practice-in-classroom/</p>
 	<p>This weblink uses text and short videos to explain the importance of key concepts and their link to learning within subjects. This detailed weblink encourages teachers to use key concepts in their medium and long-term planning and ensure their lessons are sequenced to allow learners to develop their understanding of these concepts. It also provides a key concept glossary at the end of the weblink: https://cambridge-community.org.uk/professional-development/gswkey/index.html</p>


	<p>Tom Sherrington's article provides diagrams to visualise a shared model of the learning process which help to explain how learning works in general and identify reasons why it does not always happen: https://teacherhead.com/2020/03/10/a-model-for-the-learning-process-and-why-it-helps-to-have-one/</p>
	<p>The Learning Scientists' 'Six Strategies for Effective Learning' provide downloadable materials for teachers and pupils. These include posters, PowerPoints, bookmarks and stickers: https://www.learningscientists.org/downloadable-materials</p>
<p>ECF Chartered College of Teaching's Early Career Hub</p>	
	<p>Further videos and articles on promoting good progress and how pupils' learn can be found at: https://earlycareer.chartered.college/1-high-expectations/</p>









S3 Demonstrate good subject and curriculum knowledge

CCF Deliver a carefully sequenced and coherent curriculum

	<p>This A4 summary explains what a 'knowledge rich curriculum' is and its implications for trainees and teachers: https://my.chartered.college/wp-content/uploads/2019/06/Knowledge-centred_Simon.pdf</p>
	<p>This short article in the Chartered College of Teaching's Impact journal explains why it is important for trainees and teachers to maintain and improve their subject knowledge: https://impact.chartered.college/article/enser-maintaining-subject-knowledge/</p>
	<p>Subject associations are useful sources of information on subject and curriculum knowledge, sequencing a coherent curriculum, practical ideas for teaching and provide essential networking and benchmarking opportunities to improve trainees' and teachers' practice. This recently published comprehensive directory explains more about each of these associations and what they offer for trainees and teachers working with 4 –18 year olds: https://www2.le.ac.uk/offices/english-association/about-us/CfSASubjectAssociationDirectory2020.pdf.</p>
	<p>Teach First have published a series of blogs about what every teacher educator should know and incorporate into their ITT curriculum. These include: substantive and disciplinary knowledge, the science of learning, evidence about good pedagogy, the differences between educating novices and experts, misconceptions and how to challenge them, prioritising and sequencing a curriculum for trainees, supporting trainees' development, identifying actionable improvement steps, deliberate practice and supporting trainees' wellbeing: https://www.teachfirst.org.uk/blog/10-things-every-teacher-educator-should-know-and-be-able-to-do.</p>
	<p>This article from the Chartered College of Teaching's Impact journal describes how one primary school made the decision to study the content and pedagogical knowledge primary teachers need to implement a knowledge-rich curriculum: https://impact.chartered.college/article/designing-primary-knowledge-rich-curriculum-where-been-are-going/</p>
 	<p>Oak National Academy provides a range of curriculum resources for students to support and develop their subject knowledge. https://www.thenational.academy/</p>

CCF Support pupils to build increasingly complex mental models

	<p>This 2-minute video introduces schemas as a way of linking new and existing knowledge: https://www.youtube.com/watch?v=Xj0CUeyucJw</p>
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	<p>This article in the Chartered College of Teaching's Impact journal looks at cognitive load theory and how long-term memory can store a limitless number of schemata (multiple elements of information combined into a single representation with a specific function). The article explores the nature of teacher expertise and the challenge this presents for primary teachers: https://impact.chartered.college/article/cognitive-load-theory-teacher-expertise-primary-teachers/</p>
	<p>This article from the Chartered College of Teaching's Early Career Hub explains how helping children to develop their metacognitive and executive function skills should be central to an Early Years curriculum: https://earlycareer.chartered.college/curriculum-in-the-early-years-2/</p>
<p>CCF Develop fluency</p>	
	<p>This 4-minute video explains how retrieval, repetition and spaced practice can build automatic recall of key knowledge: https://www.youtube.com/watch?v=cVf38y07cfk</p>
<p>CCF Help pupils apply knowledge and skills to other contexts</p>	
	<p>This blog introduces the idea of Concrete Pictorial Abstract (CPA), a key part of the maths mastery approach. This technique is used to help pupils move on from using concrete resources to developing a secure understanding of abstract concepts: https://mathsnoproblem.com/blog/teaching-maths-mastery/concrete-resources-to-abstract-learning/</p>
<p>CCF Develop pupils' literacy</p>	
	<p>This article explains that every teacher is a teacher of literacy. It suggests practical ideas and advice for teachers to boost pupils' speaking and listening skills: https://www.sec-ed.co.uk/best-practice/speaking-and-listening-skills-every-teacher-is-a-teacher-of-literacy-part-3/</p>
	<p>The EEF's 'Preparing for Literacy' guidance report and summary poster focus on the teaching of communication, language and literacy to children between the ages of 3 and 5 and can be used to support older pupils who have fallen behind their peers. The report provides 7 recommendations and practical suggestions for how these can be applied: https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</p>
	<p>This 6-minute video provides practical ideas for teachers on how to develop pupils' vocabulary and language in school through the importance of dialogic teaching and the development of discussions. https://www.youtube.com/watch?v=2ADAY9AQm54</p>
<p>ECF Chartered College of Teaching's Early Career Hub</p>	
	<p>Further videos and articles on subjects and the curriculum can be found at: https://earlycareer.chartered.college/standard-3/</p>

S4 Plan and teach well-structured lessons

CCF Plan effective lessons



This article in the Chartered College of Teaching's Impact journal provides trainees with some initial starting points for lesson planning. It suggests 7 steps to effective planning: <https://impact.chartered.college/article/mcgill-lesson-planning/>



This TES article explains 3 practical approaches that use scaffolding to support pupils and build on their learning: <https://www.tes.com/news/how-scaffold-learning-three-steps>

CCF Make good use of expositions



This Sec Ed article explains Rosenshine's 10 Principles of Instruction and offers four practical suggestions about how they can be used to improve the quality of trainees' and teachers' teaching: <https://www.sec-ed.co.uk/best-practice/four-ideas-for-applying-rosenshines-principles/>



This article on the Chartered College of Teaching's Early Career Hub is written by the headteacher of a nursery school and children's centre. It reflects on three of Rosenshine's principles of instruction and how children learn language and literacy skills: <https://earlycareer.chartered.college/rosenshine-seminal-principles-of-instruction-early-years/>






CCF Model effectively



The Education and Endowment Foundation's guidance report on metacognition and self-regulation includes information on how teachers can use 7 metacognition strategies to support pupils to become effective and self-motivated learners. The toolkit includes the full report, a summary poster and additional tools and resources: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>



This short article in the Chartered College of Teaching's Impact journal focuses on metacognition as part of self-regulation and explains how it can be used to direct learning: <https://impact.chartered.college/article/quigley-stringer-making-sense-metacognition/>

	<p>These blogs from the Durrington Research School outline approaches to modelling and give practical support and advice to teachers</p> <ul style="list-style-type: none"> • https://classteaching.wordpress.com/2015/09/24/modelling-how-why-and-what-can-go-wrong/ • https://classteaching.wordpress.com/2019/01/25/everyday-modelling/ • https://classteaching.wordpress.com/2013/11/24/modelling-for-excellence/
<p>CCF Stimulate pupil thinking and check for understanding</p>	
	<p>Tom Sherrington's blog provides practical strategies to help teachers build the checking of pupils' recall and understanding into their basic classroom routines: https://teacherhead.com/2017/09/09/teaching-fundamentals-checking-for-recall-and-understanding/</p>
	<p>Alex Quigley's blog provides some ways to get started with the use of questioning to promote student thought. The blog provides explanations and examples of good practice in relation to questioning, and how to ensure all students are involved:</p> <ul style="list-style-type: none"> • https://www.theconfidentteacher.com/2014/04/conducting-classroom-talk/ • https://www.theconfidentteacher.com/2013/02/inclusive-questioning/
	<p>Dialogic teaching is a research informed approach to support students in their use of talk to engage in thinking around a subject. In this video and set of resources, Alison Peacock and Robin Alexander talk through this approach and ways in which student teachers can utilise this in their classrooms. https://my.chartered.college/2020/11/webinar-dialogic-teaching-revisited-more-important-now-than-ever/</p>
<p>ECF Chartered College of Teaching's Early Career Hub</p>	
	<p>Further videos and articles on planning and teaching well-structured lessons can be found at: https://earlycareer.chartered.college/standard-4/</p>

S5 Adapt teaching

CCF Develop an understanding of different pupils needs



This webpage looks at the importance of adapting teaching in a responsive way. It considers using cognitive science and formative assessment techniques to improve teaching and meet pupils' learning needs: <https://improvingteaching.co.uk/2018/06/03/what-is-responsive-teaching/>

CCF Provide opportunities for all pupils to experience success



This blog explains the term 'quality first teaching' and how associated teaching strategies can be implemented in primary schools when teaching mathematics: <https://thirdspacelearning.com/blog/quality-first-teaching/>

CCF Meet individual needs without creating unnecessary workload



This article looks at the use of interventions including pre-learning and over-learning to support a range of pupils including those who speak English as an additional language or have special educational needs or disabilities: <https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/>



The Education and Endowment Foundation's report, poster and additional tools and resources provides 5 recommendations on special education needs in mainstream schools: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>






In this blog, Cassie Young highlights some of the tools that can be used within a classroom setting to create an inclusive environment which supports all students. <http://moderncassie.blogspot.com/2019/05/becoming-sen-friendly-school-benefits.html?m=1>

CCF Group pupils effectively



This 1-minute video explains why it is important to group pupils flexibly so they can learn from each other and move among groups based on their learning needs: <https://www.youtube.com/watch?v=p0LftbjzOBU>

	<p>The Education and Endowment Foundation's toolkit discusses the effectiveness of grouping pupils by attainment and the benefits of setting and streaming: https://educationendowmentfoundation.org.uk/news/eef-blog-within-class-attainment-grouping-setting-and-streaming/</p>
	<p>The Education and Endowment Foundation's toolkit discusses the effectiveness of in-class attainment grouping in primary schools: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=subject%20specific%20groups%20based%20on%20attainment</p>
<p>ECF Chartered College of Teaching's Early Career Hub</p>	
	<p>Further videos and articles on adapting and adaptive teaching can be found at: https://earlycareer.chartered.college/standard-5/</p>

S6 Make accurate and productive use of assessment

CCF Avoid common assessment pitfalls



This weblink uses text and short videos to introduce trainees to the idea of assessment for learning (AfL). This detailed weblink explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the weblink: <https://cambridge-community.org.uk/professional-development/gswafl/index.html>



In this 2-minute video Dylan Wiliam reviews the nature of formative assessment and explains how teachers can use it to gain better insights into pupils' learning and achievement: <https://www.youtube.com/watch?v=sYdVe5O7KBE>



In this 3-minute video Dylan Wiliam explains the use of hinge questions to assess pupils' understanding and pinpoint knowledge gaps: <https://www.youtube.com/watch?v=Mh5SZZt207k>

CCF Check prior knowledge and understanding during lessons



In this web post Tom Sherrington summarises Dylan Wiliam's 5 approaches to formative assessment including the importance of effective classroom discussions, tasks and activities: <https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/>








This short article explains the rationale for using effective questioning and considers how it can be used to identify pupils' knowledge gaps and misconceptions: <https://www.highspeedtraining.co.uk/hub/what-is-effective-questioning/#:~:text=Effective%20questioning%20involves%20using%20questions%20in%20the%20classroom,as%20opposed%20to%20answers%20which%20just%20detail%20%E2%80%98what.%E2%80%99>

CCF Provide high-quality feedback



This short article in the Chartered College of Teaching's Impact journal explains how peer assessment (a formative assessment strategy that encourages students to comment on the work of their peers) can be used as an effective learning strategy: <https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/>

	<p>This short article offers 12 pieces of practical guidance to teachers about timely and effective high-quality feedback practices: https://www.sec-ed.co.uk/best-practice/effective-teacher-student-feedback-practices/</p>
	<p>The Education Endowment Foundation's summary of feedback research explains how teachers use assessment to understand pupils' strengths, weaknesses and progress and how these can be addressed through feedback: https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p>
	<p>This article from Shirley Clarke provides a summary of what formative assessment is: https://www.shirleyclarke-education.org/what-is-formative-assessment/</p>
<p>CCF Make marking manageable and effective</p>	
	<p>In this 2-minute video Dylan Wiliam provides advice on teachers' use of time and marking: https://www.youtube.com/watch?v=tPmCGwM3gtw</p>
<p>ECF Chartered College of Teaching's Early Career Hub</p>	
	<p>Further videos and articles on productive and accurate assessment can be found at: https://earlycareer.chartered.college/standard-6/</p>

S7 Manage behaviour effectively

CCF Develop a positive, predictable and safe environment for pupils



The Education and Endowment Foundation's guidance report and poster summarises 6 key areas of focus for securing effective pupil behaviour in primary and secondary schools: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>



The National Education Union's webpage provides useful guidance on managing behaviour including a detailed publication on positive behaviour: <https://neu.org.uk/media/32/view>

CCF Establish effective routines and expectations



This short article provides practical advice on and a rationale for establishing effective learning routines work with young children: <https://www.onestopenenglish.com/professional-development/advancing-learning-the-secrets-of-using-learning-routines-with-young-children/557372.article>



This STEM transcript of an audio seminar looks at rules, routines and expectations. It considers how teachers establish classroom routines and explains that once pupils know and understand them the management of behaviour becomes hidden in the learning rituals of the classroom: https://www.stem.org.uk/system/files/community-resources/2016/09/Step%202.6_Rules%20and%20routines.pdf

CCF Build trusting relationships



Tom Bennett's full report on behaviour management recommends ITT should cover the creation of routines, developing relationships and in-class responsive strategies: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536889/Behaviour_Management_report_final_11_July_2016.pdf



This 14-minute video from TES Resources, Teachers TV focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils. The video shows how the setting of clear and consistent expectations and the mutual trust between the teacher and pupils has developed in a literacy lesson 2 weeks later: <https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446>

CCF Motivate pupils



This webpage is part of the DfE's guidance for schools published in May 2020. It is designed to help schools keep pupils motivated and engaged when learning remotely: <https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged>

ECF Chartered College of Teaching's Early Career Hub



Further videos and articles on managing behaviour can be found at: <https://earlycareer.chartered.college/standard-7/>

S8 Fulfil wider professional responsibilities

CCF Develop as a professional



In this 4-minute video Dylan William provides a simple introduction to the concept of teachers' reflective practice and how this sets the context for teaching and learning: <https://www.youtube.com/watch?v=0glFJMYv1JY>



This short blog by Katie Waring, a SCITT Director, explains the rationale for trainees engagement with educational research and how this can help them develop as a professional: <https://researchschool.org.uk/bradford/news/why-should-itt-trainees-engage-with-educational-research/>

CCF Build effective working relationships



The report 'Making best use of teaching assistants' by the Education Endowment Foundation provides guidance to help primary and secondary schools make the best use of teaching assistants. This weblink takes you to the full report, a summary poster, the evidence behind the report's findings: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/> and a series of short video case studies including:



This 4-minute video introduces teachers to the Education Endowment Foundation's evidence about the best deployment of teaching assistants: <https://www.youtube.com/watch?v=MAkWKf3m-Dg>.



This 4-minute video focuses on the Education Endowment Foundation's evidence around teaching assistant deployment at a classroom level: <https://www.youtube.com/watch?v=SkUdcfhYjzw>






CCF Manage workload and wellbeing



This A4 poster summarises the dos and don'ts of the 3 Teacher Workload reports published by the DfE in 2016 on data management, marking and planning and resources: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/593913/6.2799_DfE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf



The DfE's 'Addressing workload in initial teacher education' (ITE) (2018) provides practical examples to help ITT providers reduce the workload of trainee teachers and their partnership schools: <https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite>

	<p>This website contains articles with helpful tips and resources on how to manage wellbeing of pupils and staff : https://youngminds.org.uk/resources/school-resources/</p>
	<p>This 9-minute TED talk explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach: https://www.youtube.com/watch?v=5O5QlqIDxjg</p>
	<p>This 10-minute video provides some time saving workload tips for new teachers: https://www.youtube.com/watch?v=OKW_Y2E7KK8</p>
	<p>This 3-minute DfE video explains how teachers can reduce the burden of lesson planning and provides a case study from Whitley Bay High School on their approach to shared planning: https://www.youtube.com/watch?v=Jag_XZPx_QQ</p>
<p>ECF Chartered College of Teaching's Early Career Hub</p>	
	<p>Further videos and articles on wider professional responsibilities and behaviours can be found at: https://earlycareer.chartered.college/standard-8/</p>