

The COBIS Programme for Early Career Teachers (CPECT) is created using nine key components, each of which fit together to provide a comprehensive revisitation and furthering of the core body of knowledge, skills and behaviours that define great teaching in an international setting.

The programme underpins what all early career teachers should be entitled to learn about and learn how to do based on current expert guidance and the best available research evidence.

ECTs will purposefully and systematically revisit the elements of teaching introduced in their ITT programmes in order to deepen their theoretical and practical knowledge and understanding.



Year 1: Enabling pupil learning

Standard 1 (High expectations) Standard 7 (Managing behaviour)

Setting high expectations for learning and behaviour, and practical strategies for shaping the learning environment to enable pupil learning. Through a structured approach involving co-observation, reflective exercises, and rehearsal, ECT's gain fundamental learning skills to support their own self-study and ongoing professional growth.

Year 1: Engaging pupils in learning

Standard 2 (How pupils learn) Standard 3 (Subject and curriculum)

Cultivating a comprehensive knowledge of how pupils learn, remember, and acquire subject-specific knowledge and skills. Utilising this understanding to enhance teaching practices by means of well-planned activities that bridge the gap between theory and the practical application for early-career teachers.

Year 1: Developing quality pedagogy

Standard 4 (Classroom practice) Standard 5 (Adaptive teaching)

Exploring and applying strategies to support high quality planning and adaptive teaching that addresses the needs of all pupils.

Year 1: Making productive use of assessment

Standard 6 (Assessment)

Investigating approaches to assessment and feedback that improve learning and make efficient use of time, in and out of the classroom.

Year 1: Fulfilling professional responsibilities

Standard 8 (Professional behaviours)

Building skills in working with others within and beyond the school to improve teaching and manage professional development across a career in education.

Year 2: Inquiry into enabling pupil learning

Year 2: Inquiry into engaging pupil learning

Year 2: Inquiry into developing quality pedagogy

Year 2: Inquiry into making productive use of assessment