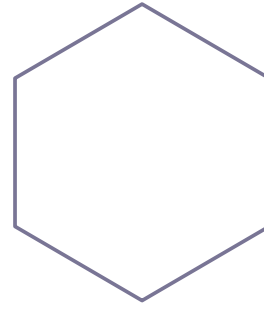




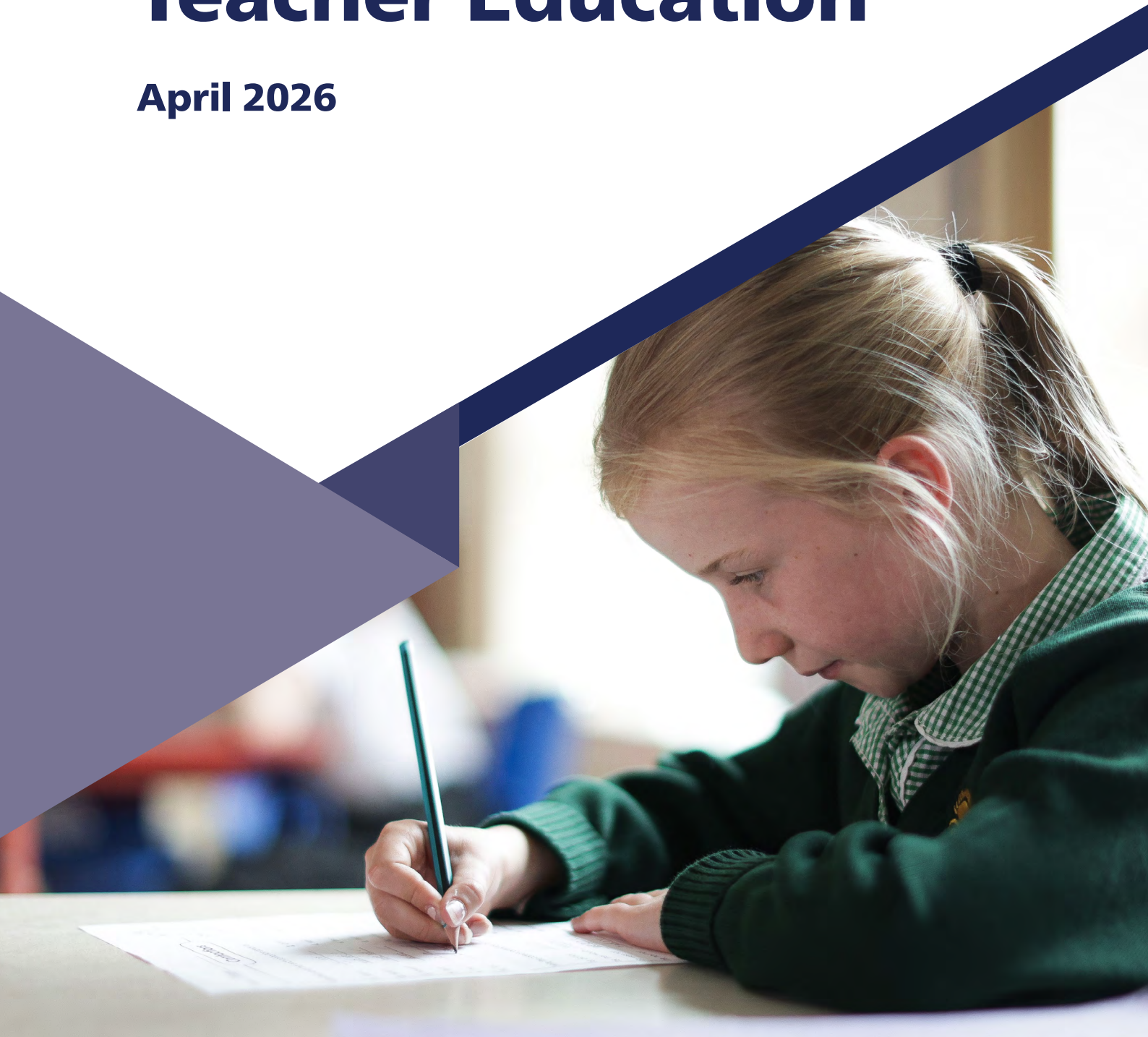
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Northern Ireland Curriculum

Framework for Initial Teacher Education

April 2026







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Introduction and purpose

The Northern Ireland Curriculum Framework for Initial Teacher Education defines the core entitlement of essential knowledge, skills and practices that all beginning teachers should develop during Initial Teacher Education.

Its purpose is to:

- Ensure coherence and consistency of core entitlement across all Initial Teacher Education courses in Northern Ireland.
- Strengthen classroom readiness through explicit, evidence-informed practice.
- Align Initial Teacher Education with wider system reform, including curriculum and assessment developments.
- Establish the foundation for a clear development continuum from Initial Teacher Education through induction and early career to career-long learning.

This framework sets out what all beginning teachers should know and be able to do from the outset, providing clarity for providers, schools and student teachers alike.

Importantly, this framework is designed to complement the rich professional expertise of Initial Teacher Education providers. It does not seek to fill the entire Initial Teacher Education curriculum or constrain providers' expertise.

Rather, it establishes the essential building blocks required for beginning teachers to succeed, while leaving ample space for institutional innovation, specialisation and the exploration of additional themes that enrich teacher learning. The framework represents a core minimum entitlement, and Initial Teacher Education providers retain full autonomy to enrich and extend the core entitlement set out here.



The importance of teaching

Every pupil has an unequivocal right to a high-quality education. This principle stands at the heart of international commitments such as the United Nations' Sustainable Development Goals and is equally foundational to Northern Ireland's vision for educational excellence.

Teachers are central to the quality of any education system. McKinsey's famous maxim that the quality of an education system can never exceed the quality of its teachers remains extant.¹ High-quality teaching is the single most powerful in-school factor shaping pupils' learning and life chances, and this applies from the very first day a teacher enters the classroom. High-quality teaching is particularly important for disadvantaged pupils and those with additional needs.

For that reason, a beginning teacher must already be a good teacher equipped with the essential knowledge, skill and professional judgement required to support meaningful learning from the outset.

Critically, effective teaching behaviours are not innate: rather they require the development of both knowledge and skills. They are also not fixed but need regular review to meet the changing needs of learners. This places a profound responsibility on the education system to ensure that every new teacher benefits from a robust, coherent and research-informed foundation. It also offers immense opportunity: when we invest in developing and enhancing teaching, we directly strengthen educational excellence, equity and opportunity for every learner.

1 [How the world's best-performing school systems come out on top.pdf](#)



Teachers may act as researchers, curriculum designers, members of professional learning communities, leaders within their schools and partners in their local communities. While these roles enrich the profession, it is neither realistic nor desirable for Initial Teacher Education to attempt to cover all of them in depth.

Instead, a strong Initial Teacher Education framework should focus on the core knowledge, understanding and capabilities that beginning teachers need to teach well because excellent classroom practice is the cornerstone upon which all other professional responsibilities are built.

Context and rationale

Teacher education in Northern Ireland stands on strong foundations. Our four Initial Teacher Education providers deliver high-quality programmes, a fact affirmed by Education and Training Inspectorate (ETI) evaluations and external reviews.

Building on this foundation, as the educational landscape continues to evolve and develop, we have a responsibility and an opportunity as an education system to ensure every prospective teacher benefits from a guaranteed core of essential knowledge and skills. This guarantees not only fairness and consistency for student teachers but also gives schools absolute clarity about what beginning teachers can confidently be expected to know and do from day one.

Such rigour, clarity and consistency strengthens the entire system. This new framework defines the key knowledge and skills that all beginning teachers in Northern Ireland should acquire through Initial Teacher Education. It aims to establish the essential foundations upon which induction, early career development and lifelong professional learning can confidently build.



In focusing on essential knowledge and capabilities, this framework supports a vital goal: ensuring that every new teacher, regardless of provider, enters the classroom with the confidence, competence and clarity required to deliver high-quality teaching from day one. This strengthens schools, enhances learner outcomes and supports a coherent education system capable of sustained improvement.

The framework is grounded in several pillars. It reflects a forward-looking, inclusive vision of effective education that aligns closely with the Department of Education's TransformED Strategy.

It also aligns with the General Teaching Council for Northern Ireland (GTCNI) Teacher Competences outlined in *Teaching: The Reflective Profession*, while incorporating the most up-to-date research in learning, development, pedagogy and inclusion.

It is recognised that the current teacher competences require updating and the Department is committed to working with GTCNI to develop a renewed framework of professional standards for Northern Ireland, comprising this framework, modernised Teacher Competences and distinct Leadership Standards. Together, these standards will form the spine of teacher professionalism, ensuring clarity of expectations and coherence across career stages. This framework will, therefore, form the first stage of a coherent, career-long model of teacher development in Northern Ireland.

The role of a curriculum framework in Initial Teacher Education

A curriculum framework plays a critical role in ensuring that Initial Teacher Education is coherent, evidence-informed and aligned with the needs of the system it serves.


Internationally, expectations that teachers engage with and draw on research evidence to inform their practice have increased significantly over the past two decades. This broader "what works" movement grew in part out of policy initiatives such as the U.S. *No Child Left Behind Act* (2001) and also the establishment of evidence infrastructures such as the What Works Clearinghouse (U.S.), the Education Endowment Foundation (EEF) in England, the NRO in the Netherlands, and more recently *Leerpunt* in Flanders. Together, these initiatives reflect a sustained international effort to strengthen the connection between educational research, policy and classroom practice.

The EEF, for example, publishes systematic reviews, toolkits and guidance documents that translate scientific investigation into concrete recommendations for educational practice.² These infrastructures have shown that when research is distilled into accessible frameworks, teachers are better supported to make informed professional decisions.

In parallel with the growth of evidence-informed practice, many education systems have moved towards establishing a structured core curriculum for Initial Teacher Education, grounded in the best available evidence. Comparable developments have occurred in other professional fields such as medicine and social work, where evidence-informed curricula have become the norm.³

2 Edovald, T., & Nevill, C. (2021). *Working out what works: The case of the Education Endowment Foundation in England*. ECNU Review of Education, 4(1), 46–64.

3 Cuff, P. A., & Vanselow, N. A. (Eds.). (2004). *Improving Medical Education: Enhancing the Behavioral and Social Science Content of Medical School Curricula*. Washington, DC: National Academies Press.



Within Initial Teacher Education, this has led to the emergence of curriculum frameworks which aim to align professional preparation more closely with robust research evidence. International examples include:

- England: in 2019, the Department for Education published the *Core Content Framework*, validated by the EEF, which defines the essential content that teacher education programmes must cover to achieve accreditation.
- Australia: the Australian Education Research Organization (AERO) introduced *Strong Beginnings* in 2023: a national core curriculum.
- USA: a range of institutions joined forces more than a decade ago as *Deans for Impact*, producing materials based on the science of learning.
- Flanders and the Netherlands: two Dutch and Flemish universities collaborated on two Delphi studies to identify and validate core knowledge in classroom management, didactics and cognitive psychology.

None of these frameworks can or should be directly translated into a framework for Northern Ireland, which has its own context, standards and traditions.⁴ However, they do offer valuable insights. This framework has been informed by these international developments while remaining firmly rooted in Northern Ireland's educational context.

A vision for teaching

Teaching is both a research-informed and deeply human profession. This framework explicitly reflects the need for a balanced understanding of this dual nature of teaching.

Beginning teachers must develop strong pedagogical expertise, grounded in robust evidence about how pupils learn, while also understanding the wider purposes of education, the social and policy contexts in which it operates and the ethical and professional responsibilities that guide teachers' work. High standards of professionalism, integrity and judgement are essential.

Teaching today is a complex, intellectually demanding profession that requires deep disciplinary knowledge, sophisticated pedagogical skill and a strong professional identity, grounded equally in empathy, pastoral care and the relational work that enables teachers to understand, support and connect with every learner.

Teaching is a profession defined by moral purpose. From the start of their careers, teachers should understand the profound influence they have on pupils' learning, wellbeing and long-term life chances. Recognising this impact strengthens professional identity and morale, helping teachers appreciate the significance of their role as public servants and role models.

4 Clarke, L., & Magennis, G. (2015). *Teacher education policy in Northern Ireland: Impediments, initiatives and influences*. In G. Beauchamp, L. Clarke, M. Hulme, M. Jephcote, A. Kennedy, G. Magennis, I. Menter, J. Murray, T. Mutton & T. O'Doherty (Eds.), *Teacher Education in Times of Change: Responding to Challenges Across the UK and Ireland* (pp. 75–90). Bristol: Policy Press.



Principles underlying the framework

The framework is built on three core principles:

1. A focus on the core purposes of teaching.
2. An evidence-informed approach.
3. Formation of professional judgment.

Purpose – Evidence – Judgment

1. A focus on the core purposes of teaching

A focus on the core purposes of teaching follows from the understanding that as teaching needs to develop over time, it is not possible to develop fully as a teacher in the teacher education phase. Choices, therefore, need to be made on what is taught in the Initial Teacher Education phase.

A beginning teacher's first responsibility is to master the fundamentals of effective classroom practice. For this reason, the framework places great emphasis on:

- pedagogy and assessment;
- curriculum and subject knowledge;
- classroom and behaviour management.



Effective pedagogical practice also requires an understanding of key principles of learning and development. Teachers must also be prepared to operate professionally within the wider school and community context, recognising that many of these broader professional skills will continue to develop once they enter the profession. These priorities have shaped the five domains of this framework.

Subject knowledge is a critical component of Initial Teacher Education. Beginning teachers need sufficient depth in the subjects they teach as well as strong subject-specific pedagogical competence. In the primary phase, students need solid understanding across the range of subjects.

Early career teachers should also benefit from the acquisition of strategies for effective classroom management. They need to be able to create a classroom climate where pupils feel safe, valued and included.

Central to all the above is the underpinning conviction that all pupils can learn and that teachers themselves play a decisive role in enabling that learning.



2. An evidence-informed approach

An evidence-informed approach is at the heart of this framework. Drawing on the most rigorous research increases the likelihood that teaching practices will improve both educational attainment and equity.

This does not imply that evidence alone guarantees success. Education is complex, and even well-established approaches may not work for every pupil or in every context.

Evidence must be interpreted and applied thoughtfully to the realities of classrooms and schools. Nonetheless, grounding practice in high-quality evidence significantly enhances the probability of positive outcomes and allows beginning teachers to build on a robust foundation of research.

The framework aligns closely with the TransformED programme, which is itself founded on an evidence-informed philosophy. It also draws on key components of TransformED, such as curriculum and assessment reforms, to ensure coherence across the system. This alignment is designed to maximise the benefits of wider educational reform and to prepare new teachers to thrive in a reformed Northern Ireland education system.

3. Formation of professional judgment

Teacher education is not simply a technical or procedural training process; it is a process of developing teachers' professional judgement, identity, competency and ability to reflect and make effective decisions. While training focuses on the acquisition of discrete skills and techniques, which are extremely important, this framework emphasises the importance of teacher *education*, which prepares teachers to think critically, make informed decisions and exercise appropriate autonomy in complex and varied classroom situations.

Teacher education brings together research knowledge, reflective practice, ethical understanding and the cultivation of professional dispositions. It ensures that beginning teachers do not merely learn *what* to do, but understand *why*, *when* and for *whom* approaches may be effective. This broader formation supports adaptability, responsiveness and lifelong learning - qualities essential in an evolving education system.

The framework emphasises teacher education as a foundation for developing principled, reflective practitioners who can contribute to their school communities and to the wider system over the course of their careers.

It is also important for the teacher to develop as a professional within the explicit Northern Ireland context and for Initial Teacher Education to provide an understanding of Northern Ireland policy and legislation, including understanding the different layers and organisations within the education system.



Structure of the framework

The framework is organised into five clear domains that capture the essential components of beginning teacher expertise:

- A. Learning and development.**
- B. Pedagogy and assessment.**
- C. Curriculum.**
- D. Classroom environment and positive behaviour.**
- E. The teacher as a professional.**

Within each domain, the framework sets out specific learning goals, key knowledge for students and practice expectations. **Each domain should be a core focus of Initial Teacher Education across the course.**

Practice expectations

Practice expectations describe how beginning teachers entering the workforce are expected to apply their developing knowledge and understanding in real classroom and school contexts. They set out the key aspects of practice that student teachers should be able to demonstrate, under appropriate supervision and with support, during Initial Teacher Education. The limitations of school placements are understood and practice expectations are not a checklist of competencies or a set of prescribed techniques; rather, they indicate the kinds of professional behaviours, teaching approaches and decision-making that flow from secure understanding of the core knowledge outlined in the framework. They are intended to guide curriculum design, mentoring and professional learning, and to support the gradual formation of professional judgement, recognising that proficiency will continue to develop beyond Initial Teacher Education and across the early career phase.

The importance of subject-specific education

The Initial Teacher Education Curriculum Framework is designed to cover the content required by student teachers irrespective of subject or phase. As such, the document does not provide a breakdown of the content to be covered across the various subject routes.

There is, however, a strong emphasis on the need for Initial Teacher Education to be subject and phase specific throughout the framework and it is for providers to ensure they carefully craft coherently sequenced curricula that meet the needs of their students, including foundational subject knowledge. Students preparing for the primary phase need solid understanding across all subject areas within the Northern Ireland Curriculum.

Literacy and numeracy are core to and underpin all aspects of the Northern Ireland Curriculum. It is vital all primary school teachers have a clear understanding of structured literacy, including systematic phonics and appropriate strategies for teaching mathematics.

It is incumbent on providers to ensure their students are well-equipped in these core areas from the outset of their career and that all students preparing for primary education undertake specific modules on both literacy and numeracy.



Variation across routes and phases

Initial Teacher Education in Northern Ireland is delivered through a range of routes and programme structures, most notably four-year undergraduate degrees and one-year postgraduate programmes. These routes differ significantly in duration and in the prior knowledge and experience that student teachers bring with them. As a result, the ways in which the content of this framework is taught, revisited and deepened will necessarily vary across programmes.

In addition, some elements of the framework are highlighted as phase specific reflecting the differing knowledge bases, pedagogical approaches and developmental considerations associated with early years, primary and post-primary education.

The framework, therefore, sets out a common core, and providers are expected to exercise professional judgement in how the framework is enacted, ensuring coherence, appropriate progression and secure attainment of the learning goals in ways that are suited to the route and phase. A bespoke framework for Irish-medium Initial Teacher Education is being developed.

Framework review

There will over the course of time inevitably be new scientific insights, changes to the educational environment and to society that will necessitate revision of the current contents of the framework.

The framework will, therefore, be subject to a five-year review cycle. This will provide both sufficient stability and the opportunity to respond to change.

The Northern Ireland Curriculum Framework for Initial Teacher Education

A. LEARNING AND DEVELOPMENT

Learning and Development refers to the theories, processes and conditions that shape how children and young people grow, learn, think and develop across cognitive, social, emotional, moral and physical domains.

This section outlines the foundational knowledge beginning teachers require to understand how pupils learn and develop. It includes core learning theories, insights from cognitive science, developmental frameworks and the factors that shape pupil expectations and needs.

Understanding learning and development enables teachers to plan teaching that is responsive, inclusive and grounded in research. It also supports teachers to recognise learner variability, including Special Educational Needs (SEN) and neurodiversity, and to adopt approaches that enable all pupils to develop their capabilities to the fullest.

Learning Goal	Core Knowledge	Practice Expectations
<p>A1. Students should learn about learning theories, including empirical evidence and critiques.</p>	<p>At minimum, students should learn about the following major learning theories and their relevance for classroom practice:</p> <ul style="list-style-type: none"> • Behaviourism. • Cognitivism. • Social Constructivism. 	<ul style="list-style-type: none"> • Use teaching approaches informed by how pupils learn, for example, breaking learning into manageable steps, modelling and providing guided practice. • Build learning sequences that connect new ideas to prior knowledge to build schema and link new content to what pupils already know.
<p>A2. Student should learn insights from cognitive learning theory about human learning, including misconceptions and that learning involves a lasting change in long-term memory.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Information processing. • What it means to be a 'novice' learner in comparison to an 'expert', with reference to the development of mental models and schemas. • Features of biologically primary versus biologically secondary knowledge acquisition. • Working memory and its capacity. • Long-term memory. • Sensory memory. • Knowledge structures in the brain, including how prior knowledge shapes new learning. • The causes and consequences of cognitive overload. • The importance and role of emotion in learning. • Common neuromyths that are related to education (e.g. multiple intelligences, left vs right brain, learning styles, 10% of the use of our brain) and the evidence that disproves them. 	<ul style="list-style-type: none"> • Use well-structured lessons, clear and explicit instruction, effective questioning that encourages participation, reducing cognitive load. • Minimise extraneous cognitive load by simplifying explanations, limiting unnecessary information and pacing new content appropriately. • Avoid overloading working memory by receiving clear, consistent and effective mentoring in how to consider pupils' prior knowledge when planning how much new information to introduce. • Discuss and analyse with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content. • Break down content and scaffold learning effectively. • Use retrieval practice, spaced practice and worked examples to secure long-term learning. • Discuss and analyse with expert colleagues how to identify possible misconceptions and plan how to prevent these forming. • Regularly check for understanding to identify misconceptions early and respond accordingly. • Use specific and positive feedback that acknowledges student effort.

Learning Goal	Core Knowledge	Practice Expectations
		<ul style="list-style-type: none"> • Use dual coding and well chosen representations to support comprehension and reduce working memory demands. • Understand the nature and benefits of a mastery approach that prioritises secure understanding and competence rather than pace or coverage, ensuring all pupils have sufficient time, support and practice to achieve deep learning.
<p>A3. Students should learn about the developmental domains of children and adolescents.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Sensory, motor, physical development. • Cognitive and language development. • Social-emotional development. • Moral development. <p>Students specialising in the post-primary phase should learn specifically about adolescent brain development.</p>	<ul style="list-style-type: none"> • Adjust explanations, examples and pacing to match pupils' developmental stage and readiness. • Foster positive pupil motivation and emotional engagement. • Explicitly teach metacognitive strategies (planning, monitoring, evaluating) appropriate to pupils' developmental level.
<p>A4. Students should learn about the importance of holding high expectations for all students.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The research evidence that shows the positive impact high expectations have on pupil learning and outcomes, including improved motivation, better self-accountability and understanding of consequences. • The role of bias in low expectations, particularly how biases and assumptions about diverse groups and worldviews affect practices, behaviours and attitudes in the classroom and how these biases adversely impact specific groups. • Encouraging language. • Work habits, perseverance and effort. 	<ul style="list-style-type: none"> • Communicate a belief in the academic potential of all pupils. • Use consistent, intentional, aspirational language that communicates belief in pupils' capacity to improve. • Set ambitious but achievable goals and tasks. • Provide structured pathways to success that both stretch and support pupils. • Praise and reinforce effort, perseverance and progress publicly and routinely, promoting a classroom culture that normalises making mistakes and learning from them.

A. LEARNING AND DEVELOPMENT

Learning Goal	Core Knowledge	Practice Expectations
<p>A5. Students should learn about Special Educational Needs (SEN) in the classroom.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • What SEN are. • Categories of SEN. • Inclusive practice. • How to develop inclusive practice. • Principles of Universal Design for Learning. • Creation of Personal Learning Plans. • The role and nature of Specialist Provision in mainstream schools. • Graduated Response Framework. • Enhanced Support Model. • Use of assistive technologies to support pupils who need it. 	<ul style="list-style-type: none"> • Receive clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEN Code of Practice. • Work closely with the Special Educational Needs Co-ordinator (SENCO) under supervision of expert colleagues. • Observe how expert colleagues adapt lessons and adapt teaching in a responsive way, including by providing targeted support to pupils who are struggling. • Break down complex tasks, pre-teach vocabulary and use additional modelling for pupils with SEN, ensuring equitable access to core curriculum content. • Use frequent formative checks to diagnose barriers to learning and respond with targeted support.
<p>A6. Students should learn about neurodiversity in the classroom and how to cater for it.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • What neurodiversity is. • How to recognise and value neurodiversity in the classroom. • Appropriate classroom adaptations for neurodiversity, including sensory regulation supports, regulation opportunities and environmental adaptations. 	<ul style="list-style-type: none"> • Provide multiple ways for pupils to process and express understanding for example, through visuals, verbal explanations, manipulatives and structured recording. • Create predictable classroom routines that reduce cognitive and emotional load, supporting neurodiverse pupils by giving classroom clarity and consistent structures. • Teach pupils explicit strategies for self-regulation (e.g., planning steps, monitoring progress). • Provide appropriate classroom adaptations to support pupils.

B. PEDAGOGY AND ASSESSMENT

Pedagogy and assessment encompass the principles, strategies and practices that teachers use to design teaching, support learning, check understanding and evaluate progress in ways that are aligned with curriculum goals.

This section aims to equip beginning teachers with evidence-informed pedagogical practices and assessment approaches that promote effective learning. It includes general teaching principles, subject-specific pedagogy, strategies for deep learning and self-regulation, and approaches to developing foundational skills.

It also outlines how teachers use data and assessment information to guide teaching and ensure all pupils make progress.

Effective pedagogy and assessment are central to high-quality teaching in every phase and subject.

B. PEDAGOGY AND ASSESSMENT

Learning Goal	Core Knowledge	Practice Expectations
<p>B1. Students should learn about general pedagogical principles, and strategies that are effective for pupil learning.</p>	<p>At minimum, students should learn about the pedagogical principles document which accompanies the Northern Ireland curriculum and the following pedagogical principles and approaches:</p> <ul style="list-style-type: none">• Activating prior knowledge.• Stating clear learning goals.• Direct instruction.• Collaborative group work.• Combining words and visuals.• Modelling (worked examples).• Scaffolding (guided practice).• Active learning.• Checking for understanding.• Providing effective feedback. <p>At minimum, students should learn about the following learning strategies:</p> <ul style="list-style-type: none">• Spaced practice.• Retrieval practice.• Interleaving.• Overlearning (automatisation).• Expertise reversal effect.	<ul style="list-style-type: none">• Model and scaffold new content clearly by using explicit instruction by breaking down complex material into small steps, modelling thinking processes and guiding pupils during early practice.• Activate prior knowledge at the start of new learning sequences and connect new material to existing schema.• Incorporate retrieval practice, spaced practice and worked examples to strengthen long-term memory.• Check for understanding frequently using a range of strategies to identify misconceptions early.• Provide clear, specific, actionable feedback that moves learning forward.

Learning Goal	Core Knowledge	Practice Expectations
<p>B2. Students should learn to encourage deep learning during lessons, give effective feedback and stimulate self-regulated learning.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Effective processing and monitoring during lessons, including: <ul style="list-style-type: none"> – Checking for understanding. – Incorporating desirable difficulties. – Supporting difficult tasks. – Homework. • Effective feedback during and after lessons, including: <ul style="list-style-type: none"> – Feedback on task, process and self-regulation. – Whole-class, peer and self-feedback. • Metacognition – how pupils think about, monitor and self-regulate their own learning, including planning, monitoring and evaluating strategies and the role of motivation. 	<ul style="list-style-type: none"> • Design tasks that require pupils to think hard (high cognitive challenge) but are carefully scaffolded so all pupils can succeed. • Use formative assessment during lessons to adjust teaching in real time. • Support pupils’ metacognition by modelling planning, monitoring and evaluating strategies and making thinking processes explicit. • Teach pupils to use feedback (peer, self and teacher) to strengthen regulation of their learning.
<p>B3. Students should learn to use subject-specific pedagogical approaches that are appropriate to subject, content and phase.</p>	<p>These are subject and phase specific but examples include:</p> <ul style="list-style-type: none"> • Thematic work. • Inquiry and design-based learning. • Historical reasoning. • Multiperspectivity. • Biological observation. • Vocabulary instruction (four-step model). • Using stories, examples, metaphors, analogies. • Play-based learning in the early years of primary school. 	<ul style="list-style-type: none"> • Study and apply subject-specific representations, analogies, vocabulary instruction and discipline appropriate pedagogical strategies. • Observe expert colleagues using subject-specific instructional methods. • Anticipate subject-specific misconceptions and plan explicit strategies to address them.

B. PEDAGOGY AND ASSESSMENT

Learning Goal	Core Knowledge	Practice Expectations
<p>B4. Students preparing to teach in the primary phase should develop a secure understanding of evidence-based, scientifically supported approaches to teaching literacy and numeracy.</p>	<p>At minimum, students studying for the primary phase of education should learn about:</p> <ul style="list-style-type: none"> • The importance of oracy as a foundational element of all literacy and learning, with the need for it to be explicitly taught and structured. • The science of reading, including the importance of structured literacy and teaching explicit phonics in early reading. • Evidence-informed approaches that support secure mathematical understanding, including concreteness fading, worked examples, careful sequencing and the purposeful use of manipulatives and representations. • The Department of Education’s literacy and numeracy frameworks. • Support for pupils with dyslexia. • Mastery learning, including the importance of secure understanding, regular checks for understanding and additional support before students move on. 	<ul style="list-style-type: none"> • Utilise the evidence and techniques within the Department of Education’s literacy and numeracy frameworks. • Model and explicitly develop high-quality oral language, including understanding methods of developing oral fluency, recognising that spoken language underpins the development of reading and writing. • Teach early reading using systematic and explicit practices for: phonemic awareness, phonics, fluency, vocabulary and comprehension. • Provide structured vocabulary and language instruction across subjects, consistent with disciplinary literacy. • Receive clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to pupils). • Use manipulatives, representations and carefully sequenced examples to develop connections between related ideas and secure mathematical understanding. • Use regular checks for understanding to identify whether students are ready to move on or whether additional explanation, practice or support is needed.

Learning Goal	Core Knowledge	Practice Expectations
<p>B5. Students should learn how to create an inclusive learning environment emphasising high expectations for all pupils.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The influence of teacher background and reference frames. • The diversity of schools and classrooms in terms of e.g. gender identity, ethnicity, class, religion, sexual orientation. • Strategies to promote equity in the classroom and beyond. • The benefits of adaptive teaching rather than differentiation by task. 	<ul style="list-style-type: none"> • Plan for adaptive teaching, providing precise scaffolds, supports, worked examples, visual cues and structured talk. • Remove barriers to learning by adjusting representations, chunking content and monitoring cognitive load. • Use classroom talk routines to support inclusion (e.g. structured partner talk, sentence stems).
<p>B6. Students should learn how to purposely integrate digital technology in teaching.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The use of AI. • Online safety. • Cybersecurity. • The use of Virtual Learning Environments and online learning tools. 	<ul style="list-style-type: none"> • Use digital tools to directly enhance learning, reduce workload, or strengthen assessment data. • Apply digital platforms to support retrieval practice, modelling, or adaptive practice. • Ensure compliance with online safeguarding, inclusivity and accessibility considerations when using technology.
<p>B7. Students should learn about the purposes and uses of educational assessment and evaluation.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Formative and summative forms of assessment. • Criterion referencing and norm referencing. • Different uses of assessment. • The design of high-quality questions and assessment items. • Using data from assessment to improve teaching and learning, including how to analyse data at pupil, class and cohort level to inform planning. • The Northern Ireland statutory assessment system. 	<ul style="list-style-type: none"> • Select a range of evidence-based assessment practices to evaluate progress, adjust teaching, provide targeted feedback and support learning. • Draw on both formative and summative assessment to inform teaching decisions. • Use assessment data to identify gaps, plan interventions and refine future teaching sequences. • Ensure pupils understand the success criteria for tasks, increasing clarity and reducing misconceptions.

Learning Goal	Core Knowledge	Practice Expectations
<p>B8. Students should learn to evaluate whether pupils have demonstrated what they have learnt throughout a lesson and/or lesson series and apply effective interventions.</p>	<ul style="list-style-type: none"> • The purpose of assessment for learning, including how ongoing assessment helps teachers understand what pupils have learned and what they need next. • A range of simple, practical ways to check learning during and after lessons, such as questioning, observing pupils' responses, reviewing work and using short written or verbal checks. • How to judge whether pupils have fully understood, partly understood or not yet understood the intended learning. • How assessment information can be used to adapt teaching, including adjusting explanations, providing additional practice, revisiting key ideas or moving learning on. • Key assessment for learning strategies that support learning, including: <ul style="list-style-type: none"> – Asking questions to probe understanding rather than recall alone. – Checking understanding during lessons, not just at the end. – Using feedback to guide pupils on how to improve. – Encouraging pupils to reflect on their own learning. • The importance of responding to assessment evidence in a timely and proportionate way, particularly for pupils who need more support. • How assessment for learning supports inclusive and adaptive teaching, including identifying specific learning gaps and planning appropriate support for pupils with SEN. 	<ul style="list-style-type: none"> • Carry out frequent checks for understanding evaluating whether pupils have secured intended learning using questioning, observation and low stakes quizzing. • Implement targeted interventions such as pre-teaching, guided practice or corrective feedback. • Use consistent routines for remediation and reinforcement to support pupils who require more time. • Use of peer and self-assessment tools. • Use formative assessment appropriately, especially for pupils with SEN, to identify precise learning gaps and plan targeted intervention.

C. CURRICULUM

Curriculum refers to the content, structure and underlying principles of what is taught in schools.

This section identifies the curriculum knowledge and subject expertise that teachers need to design effective learning sequences and deliver high-quality teaching. It includes understanding curriculum models, the purpose of a knowledge-rich curriculum and the structure and content of the Northern Ireland Curriculum.

It also emphasises the development of secure subject knowledge, especially for undergraduate routes and the capacity to design lessons that integrate content, pedagogy and assessment in a coherent and sequenced way.

Learning Goal	Core Knowledge	Practice Expectations
<p>C1. Students should learn about different types of curricula, including what a knowledge-rich curriculum entails, and understand how national and school-level curriculum frameworks, teaching methods and learning materials shape the design of a coherent sequence of lessons.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The importance of knowledge for learning and for the development of skills. • Critically evaluating teaching methods and learning materials. • The characteristics of different curriculum models, including competency-based curricula and knowledge-rich curricula, and their advantages and disadvantages. • The characteristics of a knowledge-rich curriculum, in particular: <ul style="list-style-type: none"> – Specificity. – Knowledge richness. – Consistency. – Coherence. – Progressive sequencing. 	<ul style="list-style-type: none"> • Critically evaluate curriculum materials and schemes of work for coherence, sequencing and clarity of knowledge progression. • Prioritise curricular clarity by identifying the core knowledge pupils need and sequencing it logically so that new content builds securely on prior learning. • Have knowledge of curriculum design principles and analyse different curriculum models using evidence, considering how each affects progression, misconceptions and equity in learning. • Learn how to select and use high-quality textbooks, digital tools and worked examples that align with curriculum progression, reduce cognitive load, minimise workload and avoid common low impact planning or resource creation practices.
<p>C2. Students should learn about the Northern Ireland Curriculum and its relevant content for their phase and subject.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The principles, aims and objectives of curriculum design in Northern Ireland. • The structure of key phases. • The structure of the curriculum. • Relevant subject content. 	<ul style="list-style-type: none"> • Map Northern Ireland Curriculum statements to medium and long-term plans to ensure coverage, progression and alignment with learning goals, thereby structuring content and linking lesson objectives to longer-term curriculum intentions. • Identify essential subject knowledge for each unit and check for gaps using subject audits. • Use the Northern Ireland Curriculum to set precise and ambitious learning goals that are measurable, connected to prior knowledge and reflect the cumulative nature of subject learning. • Observe expert colleagues teaching the same curriculum content to see how they sequence, model and assess key ideas.

Learning Goal	Core Knowledge	Practice Expectations
<p>C3. Students should learn how to design a goal-oriented lesson within a lesson series based on effective pedagogical principles and teaching and learning strategies.</p>	<p>At minimum, students should learn to:</p> <ul style="list-style-type: none"> • Formulate clear learning goals for the whole class. • Understand the pedagogical principles which accompany the Northern Ireland Curriculum. • Decide which pedagogical principles and teaching and learning strategies will be used, aligned with content. • Use adaptive teaching purposefully. • Design and apply purposeful processing activities. • Design and apply effective forms of lessons evaluation and use these to shape subsequent lessons. 	<ul style="list-style-type: none"> • Write clear, specific learning goals rooted in curriculum progression, ensuring that each lesson contributes meaningfully to long-term learning. • Sequence lesson activities so pupils build from foundational knowledge to more complex ideas, chunking new content appropriately. • Plan explicit teaching of vocabulary worked examples, and retrieval opportunities that strengthen schema development and reduce misconceptions. • Integrate formative assessment (e.g., hinge questions, exit tickets, retrieval checks) into each lesson and use the information to adapt subsequent lessons. • Ensure adaptive teaching is purposeful and evidence-informed, providing targeted scaffolding or challenge while maintaining curriculum expectations for all.
<p>C4. Students on non-postgraduate routes should develop secure and comprehensive subject knowledge aligned with the Northern Ireland Curriculum for their relevant phase and subject(s). At primary level, this includes a thorough understanding of the full breadth of the primary curriculum.</p>	<p>Curriculum subjects include:</p> <ul style="list-style-type: none"> • English, Literacy and Drama. • Mathematics and Numeracy. • Art and Design. • Music. • Science. • Digital Technology / ICT. • Technology and Design. • Home Economics. • History. • Geography. • Modern Languages. • Physical Education. • Personal, Social, Civic and Careers Education. • Religious Education. 	<ul style="list-style-type: none"> • Engage systematically in subject knowledge enhancement activities (reading, online modules, mentor-led study) to strengthen subject knowledge where gaps are identified. • Collaborate with mentors to break down complex subject content into teachable components. • Practise producing accurate, concise explanations, models and representations of subject ideas. • Anticipate common misconceptions in the subject and plan pre-emptive teaching strategies or examples to address them. • Engage with subject-specific communities or networks to deepen specialist knowledge.



D. CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOUR

Classroom environment and positive behaviour refer to the conditions, relationships, routines and management strategies that enable a safe, positive, inclusive and orderly learning environment in which all pupils can thrive.

This section sets out the knowledge and skills beginning teachers need to create and sustain an effective learning environment. It includes developing strong teacher–pupil relationships, fostering a positive classroom climate, establishing clear routines and applying both proactive and reactive behaviour management strategies.

Understanding classroom dynamics and behaviour processes enables teachers to maximise learning time, support pupil wellbeing and respond appropriately to the full range of behaviours encountered in schools.

Learning Goal	Core Knowledge	Practice Expectations
<p>D1. Students should learn what a good teacher–pupil relationship entails and understand it is developmental and essential to learning.</p>	<p>At minimum, students should learn about interpersonal relationship theories and understand that strong, supportive relationships – marked by understanding, compassion, care and kindness – improve pupil motivation, engagement and conduct.</p>	<ul style="list-style-type: none"> • Use consistent, fair, predictable and calm interactions to build trust, as effective relationships underpin behaviour and learning and to ensure pupils feel respected and valued. • Convey high expectations through positive language, specific praise and proactive engagement with pupils, reinforcing the norms of the classroom. • Observe expert colleagues to understand how they model warmth, fairness and emotional constancy. • Repair breaches in relationships using brief, timely restorative conversations focused on future success.
<p>D2. Students should learn to create a positive, safe and stimulating classroom environment.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Developing positive peer relations. • Developing positive teacher–pupil relations. • Classroom climate. • Group dynamics. • Culturally relevant teaching. • Creating a sense of belonging. 	<ul style="list-style-type: none"> • Teach behaviour <i>explicitly</i> as curriculum: explain, model, practise and reinforce expected behaviours (e.g., listening, entering the room, group work norms). • Plan lessons with clear routines, high-quality instruction, manageable cognitive load and active checking of understanding as effective teaching reduces misbehaviour. • Use both proactive (norm setting, routines, environmental organisation) and reactive approaches (least intrusive corrections, de-escalation). • Work in alignment with whole school systems, understanding how classroom level strategies interact with school wide behaviour cultures. • Understand underlying behavioural drivers including unmet need, cognitive overload, group dynamics and trauma-related factors and apply strategies that address causes as well as observable behaviours.

D. CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOUR

Learning Goal	Core Knowledge	Practice Expectations
<p>D3. Students should learn what classroom management entails and recognise the different processes that contribute to effective classroom management.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Proactive classroom management (e.g. a positive, safe and stimulating classroom climate; clear rules and routines; social-emotional learning; effective teaching; classroom organisation; culturally relevant teaching) • Reactive classroom management. • Classroom level and school level, and the interaction between the two. 	<ul style="list-style-type: none"> • Establish an environment that enables high-quality learning by ensuring all pupils understand routines, expectations and how to access learning resources. • Use proactive strategies (e.g., positive narration, reinforcing desired behaviours, structured transitions) to maximise time on task. • Apply culturally relevant practices that promote belonging and inclusion, supporting pupils' motivation and reducing behaviour risks, • Monitor the emotional and social climate continuously and adjust seating, pace, or interaction patterns to maintain safety and engagement.
<p>D4. Students should learn how to apply clear rules and routines in the classroom.</p>	<p>At minimum, students should learn:</p> <ul style="list-style-type: none"> • That routines must be taught explicitly. • The influence of routines on learning time, task orientation and pupils' cognitive load. • Strategies for integrating behavioural routines (e.g. during lesson starts, transitions and lesson endings). • Applying rules and routines consistently, both within the classroom and across the broader school context. 	<ul style="list-style-type: none"> • Teach rules and routines explicitly and early: model step-by-step behaviours, give deliberate practice opportunities, and positively reinforce correct execution. • Use simple, consistent cues (verbal and non-verbal) to guide transitions, maximise learning time and reduce cognitive load focussing on predictable routines to prevent disruption. • Pre-empt breakdowns in routines (e.g., after unstructured times) and reteach as needed. • Align classroom routines with whole school expectations to maintain clarity and fairness.

Learning Goal	Core Knowledge	Practice Expectations
<p>D5. Students should learn to respond appropriately and proportionally to disruptive behaviour.</p>	<p>At minimum, students should learn about forms of behaviour management including:</p> <ul style="list-style-type: none"> • External behaviour management (e.g. positive behaviour support). • Internal behaviour management (e.g. social-emotional approaches). • Ecological approaches (lesson processes are central). • Interpersonal approaches. • Restorative practice. 	<ul style="list-style-type: none"> • Apply a graduated, least-intrusive set of interventions (e.g., proximity, gesture, redirect, limited choice) before escalating. • Respond calmly, neutrally and proportionally, consistent with school policy—reinforcing fairness and predictability. • Use restorative or corrective conversations to address underlying issues, clarify expectations and reset relationships. • Record and communicate concerns accurately to relevant staff, using data to identify patterns requiring preventative action. • Know when and how to escalate behaviour concerns and share information appropriately within safeguarding and data-protection requirements. • Reflect critically on whether instructional quality, pacing, or task design contributed to the behaviour issue.

D. CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOUR

Learning Goal	Core Knowledge	Practice Expectations
<p>D6. Students should learn how to explicitly teach and nurture pupils' social-emotional skills, including those that support physical, social and emotional wellbeing.</p>	<p>At minimum students should learn about:</p> <ul style="list-style-type: none">• The components of social emotional learning: self-awareness, self-regulation, social awareness, empathy, relationship skills and responsible decision making.• The relationship between social-emotional learning and learning, including its impact on attention, motivation, behaviour, resilience and wellbeing.• Developmental factors affecting social and emotional capabilities across phases.• Evidence-informed approaches for strengthening empathy, self-regulation and conflict resolution.• Strategies that help pupils care for their physical, social, emotional and spiritual wellbeing, including routines, habits and reflective practices that support balance, identity, belonging and purpose.• Links to relevant curriculum areas and the pastoral responsibilities of teachers.• The importance of working in partnership with parents, carers and other professionals to support pupils' personal, social and emotional development.	<ul style="list-style-type: none">• Model calm, consistent and emotionally attuned behaviour, demonstrating empathy, fairness and respectful communication.• Teach and rehearse appropriate social behaviours, such as turn-taking, listening, perspective-taking and collaborative learning norms.• Use stories, scenarios and role play to develop empathy, compassion, ethical reasoning and responsible decision making.• Engage parents and caregivers constructively to reinforce social and emotional learning at home.

Learning Goal	Core Knowledge	Practice Expectations
<p>D7. Students should develop a secure understanding of pastoral care as a core professional responsibility and learn how to contribute to pupils' wellbeing, safeguarding and personal development through everyday classroom practice and wider school systems.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The purpose of pastoral care in schools and its relationship to learning, behaviour, attendance and inclusion. • How pupil wellbeing, emotional safety and belonging influence engagement, motivation and achievement. • The respective roles and responsibilities of class teachers, form tutors, heads of year, pastoral teams and external services. • Key indicators of vulnerability, distress or unmet need, including changes in behaviour, attendance, relationships or learning. • Safeguarding and child protection responsibilities, including professional boundaries, confidentiality and referral processes within Northern Ireland policy and legislation. • Relational approaches to supporting pupils, recognising the impact of adverse experiences on behaviour and learning. 	<ul style="list-style-type: none"> • Establish caring, respectful and professional relationships with pupils that promote trust, safety and a sense of belonging. • Contribute to a positive classroom ethos through consistent routines, fair treatment, high expectations and emotionally attuned interactions. • Notice and respond appropriately to early signs of concern, seeking guidance and following agreed school procedures rather than acting independently. • Apply safeguarding and child protection procedures accurately and promptly, understanding when and how to pass concerns to designated staff. • Use language and interactions that support pupils' confidence, self-regulation and emotional security, particularly during moments of difficulty or transition. • Work collaboratively with pastoral colleagues, SENCOs and other professionals, recognising the limits of their role and the importance of shared responsibility. • Reflect on their own pastoral practice, emotional responses and professional boundaries, using mentoring and professional dialogue to develop confidence, judgement and resilience over time.

D. CLASSROOM ENVIRONMENT AND POSITIVE BEHAVIOUR

Learning Goal	Core Knowledge	Practice Expectations
<p>D8. Students should learn about the impact of digital media, smartphones and social media on pupils' learning, relationships and wellbeing, and how to address associated issues in the classroom.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none">• The impact of digital media, smartphones and social media on learning, including the evidence linking overuse to distraction, reduced attention and weaker academic performance.• The relationship between digital media use and wellbeing, including risks of anxiety, depression, sleep disruption, emotional dysregulation and social comparison.• How online behaviour spills over into school life, including friendship conflict, cyberbullying and exclusion.• The developmental context, recognising that adolescents' social focus, emotional sensitivity and identity formation heighten susceptibility to online pressures.• Positive uses of digital media, including connected learning, collaboration, resource sharing and online support communities.• Safe and ethical digital behaviour, including boundaries, privacy, digital consent, respectful communication and the risks of oversharing.• School policies and safeguarding considerations relating to digital technologies, online safety and cyberbullying.	<ul style="list-style-type: none">• Proactively address digital spillover by recognising when online dynamics are affecting learning, relationships or behaviour, and responding calmly, fairly and in alignment with school policy.• Create routines that limit distraction in class, encourage focused attention and help pupils understand the impact of multitasking and constant connectivity on learning.• Work with pastoral staff, safeguarding leads and parents to address issues such as cyberbullying, online conflict, harmful content, or sleep deprivation caused by late night digital use.• For older pupils, promote healthy digital habits by encouraging pupils to reflect on how digital media affects their emotions, friendships and learning.• Use structured discussions to help pupils understand online behaviour norms, conflict resolution and respectful communication in digital spaces.• Collaborate with colleagues to ensure consistent approaches to digital media and smartphones across the school.



E. THE TEACHER AS A PROFESSIONAL

The teacher as a professional domain encompasses the ethical, legal, collaborative, reflective and self-regulatory responsibilities that define teaching as a profession and underpin high-quality practice.

This section outlines the professional knowledge, dispositions and behaviours expected of beginning teachers. It includes collaboration with colleagues, engagement with parents, understanding legal and ethical frameworks and working effectively with other adults in the school.

It also emphasises enquiry-based practice, critical engagement with evidence and strategies for maintaining wellbeing, workload balance and sustainable professional growth. These elements support teachers to contribute positively to their school community and to develop as reflective, ethical practitioners.

Initial Teacher Education should also explicitly support the development of a confident professional identity. Evidence shows that strong self-esteem, collaborative competence and conscientious working habits contribute to resilience and long-term retention.

E. THE TEACHER AS A PROFESSIONAL

Learning Goal	Core Knowledge	Practice Expectations
<p>E1. Students should learn about the importance of high-quality professional learning, including collaboration with colleagues and other education professionals to strengthen pupil learning.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Pursuing a shared, supported school vision and mission (collective teacher efficacy). • Joint reflection on teacher knowledge, behaviour and beliefs. • Developing a community of practice. • Participating in developing an inclusive and learning-focussed school ethos. 	<ul style="list-style-type: none"> • Engage in structured, evidence-informed professional dialogue, such as instructional coaching, lesson study or joint planning, aligned to school priorities and pupil data. • Receive clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice. • Seek challenge, feedback and critique from mentors and colleagues in an open, trusting environment, using these conversations to refine pedagogical and subject knowledge. • Participate in wider professional networks to strengthen subject expertise and stay informed about effective practice.
<p>E2. Students should learn about constructive collaboration with parents and caregivers.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • Formal and informal communication. • Mutual trust. • Ethics and discretion. • Parental involvement and participation. • Barriers to parental engagement. • Research evidence that outlines the most effective approaches for engaging with families to promote learning appropriate to pupils' stage of learning. 	<ul style="list-style-type: none"> • Communicate proactively with parents using clear, accessible language and regular updates. • Co-plan simple home learning strategies with parents where appropriate. • Observe how experienced colleagues build positive relationships during meetings, calls and parents' evenings.

Learning Goal	Core Knowledge	Practice Expectations
<p>E3. Student teachers should understand international children’s rights standards, particularly the UN Convention on the Rights of the Child, and how these are applied in domestic law and reflected in school practice.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • UN Convention on the Rights of the Child. • Rights of persons with disabilities. • UN Sustainable Development Goals. • Other relevant and up-to-date international and national guiding principles and goals. 	<ul style="list-style-type: none"> • Embed rights-respecting practice in everyday decisions.
<p>E4. Students should learn about the legal and ethical frameworks that underpin education in Northern Ireland.</p>	<p>At minimum, students should learn about:</p> <ul style="list-style-type: none"> • The structure and the key organisation within the Northern Ireland education system. • Key education and school statutory frameworks and policies. • Child protection/safeguarding. • Teacher Competence Framework. • SEN code of practice. • School self-evaluation. • School Development Planning. • Nolan Principles of public life. 	<ul style="list-style-type: none"> • Know statutory duties that apply in Northern Ireland particularly safeguarding, data protection, SEN and embed these responsibilities into everyday decisions. • Demonstrate compliance with the teacher Competence Framework in planning, assessment and classroom practice. • Seek guidance and support promptly when in doubt and document decisions clearly.

E. THE TEACHER AS A PROFESSIONAL

Learning Goal	Core Knowledge	Practice Expectations
<p>E5. Students should learn to work effectively with other adults in the school environment.</p>	<p>This should include:</p> <ul style="list-style-type: none"> • Classroom assistants. • SEN assistants. • SENCOs. • Support staff. • Specialist visitors. • Parent volunteers. 	<ul style="list-style-type: none"> • Plan pre-briefs and share resources with classroom assistants so that their support complements, rather than replaces, teacher input. • Work closely with the SENCO and other professionals to ensure interventions delivered outside lessons connect meaningfully to what happens in class. • Practise, with feedback, how to prepare classroom assistants for lessons and how to direct support effectively during learning activities. • Make effective use of classroom assistants and other adults in the classroom under supervision of expert colleagues, in particular learn to plan collaboratively with Classroom Assistants, share clear learning intentions and delegate responsibilities appropriately.
<p>E6. Students should learn to research and enquire into their own practice and to critically evaluate evidence and data.</p>	<p>This should include:</p> <ul style="list-style-type: none"> • Conducting classroom research. • Critically evaluating research evidence. • Critically evaluating own and school practices. 	<ul style="list-style-type: none"> • Use an evidence-informed cycle: identify a need → select a practice with strong evidence → implement → evaluate impact using pupil data. • Engage critically with research to question assumptions and improve practice. • Reflect regularly on progress, recognising strengths, identifying areas for development and setting clear next steps.
<p>E7. Students should learn to manage their workload and develop sustainable working practices.</p>	<p>Beginning teachers should be explicitly taught efficient planning routines, selective marking approaches and evidence-based feedback strategies that reduce unnecessary workload while maintaining high standards.</p> <p>This should include:</p> <ul style="list-style-type: none"> • Planning and organising work efficiently. • Setting boundaries. • Developing resilience. 	<ul style="list-style-type: none"> • Use efficient planning, assessment and feedback routines, such as whole-class feedback or retrieval-based approaches, to prioritise high-impact work. • Establish sustainable working habits that protect wellbeing while maintaining high professional standards.





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