



Early Career Professional Development Programme

WELCOME PACK FOR MENTORS

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Foreword

We are delighted you have joined with us to take part in the Early Career Professional Development Programme. Education Development Trust is one of six providers appointed by the Department for Education to deliver a funded package of support to early career teachers (ECTs). This package is a brand-new entitlement to strengthen ECTs' induction experience and give them the dedicated time and support they need to develop and thrive in their chosen profession.

Education Development Trust is an international charity which aims to transform children's life chances by improving education around the world. We have a strong track record in leading DfE-funded national initiatives, and are known as an organisation for our dedication to school-led delivery and collaborative school improvement, working *with schools for schools*. For this Programme, we are partnering with Teaching School Hubs, multi-academy trusts and other school-groups all across the country, as our Delivery Partners. This means that the training you and the ECTs receive has been designed centrally by a wide group of experts from within school and academia, and will be quality-assured nationally. However, it will be delivered by local school-based experts, who you will get to know, and who understand the unique needs of the school context in which you are working. This Delivery Partner will be your main point of contact with the Programme, and will work with you, your ECT and your school more widely to help support you to the best of our collective ability.

We believe the Programme we have created will go a long way towards helping schools meet current challenges. We are looking to you to help us support all ECTs as they embark on this exciting (if daunting) new stage in their professional development. In turn, you will receive your own package of high-quality professional development, tailored to be sensitive and flexible to your workload, your expertise and your interests, and to contribute to your own career progression.

We hope you are looking forward to this journey as much as we are.



Anna Searle

Director UK
Education Development Trust

1 Programme snapshot

With funding from the Department for Education, we have worked with the following partners to create the Early Career Professional Development Programme:



a broad range of school-partners, each bringing insights from particular areas of the curriculum, phases, specialisms and geographies



the Sheffield Institute of Education at Sheffield Hallam University, led by Professor Sam Twiselton, supporting the development of our curriculum and content and ensuring our whole approach is anchored in the best available evidence



the Bell Foundation, bringing expert insights into both the rich experiences and the diverse needs that EAL children bring to the classroom



video-tech experts IRIS Connect, supporting our asynchronous mentoring and coaching on this and our other teacher PD programmes nationally

At a glance, this means we are offering schools:

DfE funding for ECTs to take 5% off-timetable in Y2 of teaching (in addition to the existing 10% in Y1), and funded time for mentors to support ECTs in Y2

a solid curriculum and high-quality self-study and training materials, which: centre around the Early Career Framework; meet the Mentor and Teachers' Standards; build on the combined expertise of our partners

funded training for ECTs that combines engaging, accessible online learning with both face-to-face and virtual training delivered by school-based experts

funded training for all mentors put forward by schools, who will benefit from local and regional sessions led by expert facilitators and peer-coaching sessions with a 'buddy' mentor

2 Your role as mentor

First, allow us to express our sincere thanks for taking on this role. It is one that is crucial to the development of early career teachers, and of great importance to your school and local community more widely. We are very aware that many mentors will have been performing a similar function for some years now and will bring a wealth of experience to this role. For others, it will be a new challenge! Either way, your role as mentor is foundational to this Programme: it is what will drive the greatest improvements in your ECT's knowledge, skills, and confidence. You will provide support and challenge and be their chief guide through the tricky first two years in the profession.

Since you are at the heart of the ECF initiative, it is crucial you benefit equally, and that this becomes part of your professional development too.

- We will support you to develop a constructive developmental relationship with your ECT, using the principles of Instructional Coaching and honing as well as harnessing your own experience and expertise.
- You will receive a full package of training, which includes face-to-face events, online resources, and webinars to ensure you are fully supported to undertake the role. This will be as flexible as we can make it, to fit around your many in-school commitments and busy workload.
- You will also be allocated a 'buddy', who will be another mentor from your own school, from another school or be linked by subject/specialism. You will be encouraged to have regular contact as an opportunity to discuss progress, challenges and ideas, with time set aside in your schedule for these peer-to-peer sessions.

This is what some mentors said about the programme in 2021-2022:

'I found meeting with other mentors really supportive. During the event there was great support and direction from the group of facilitators.'

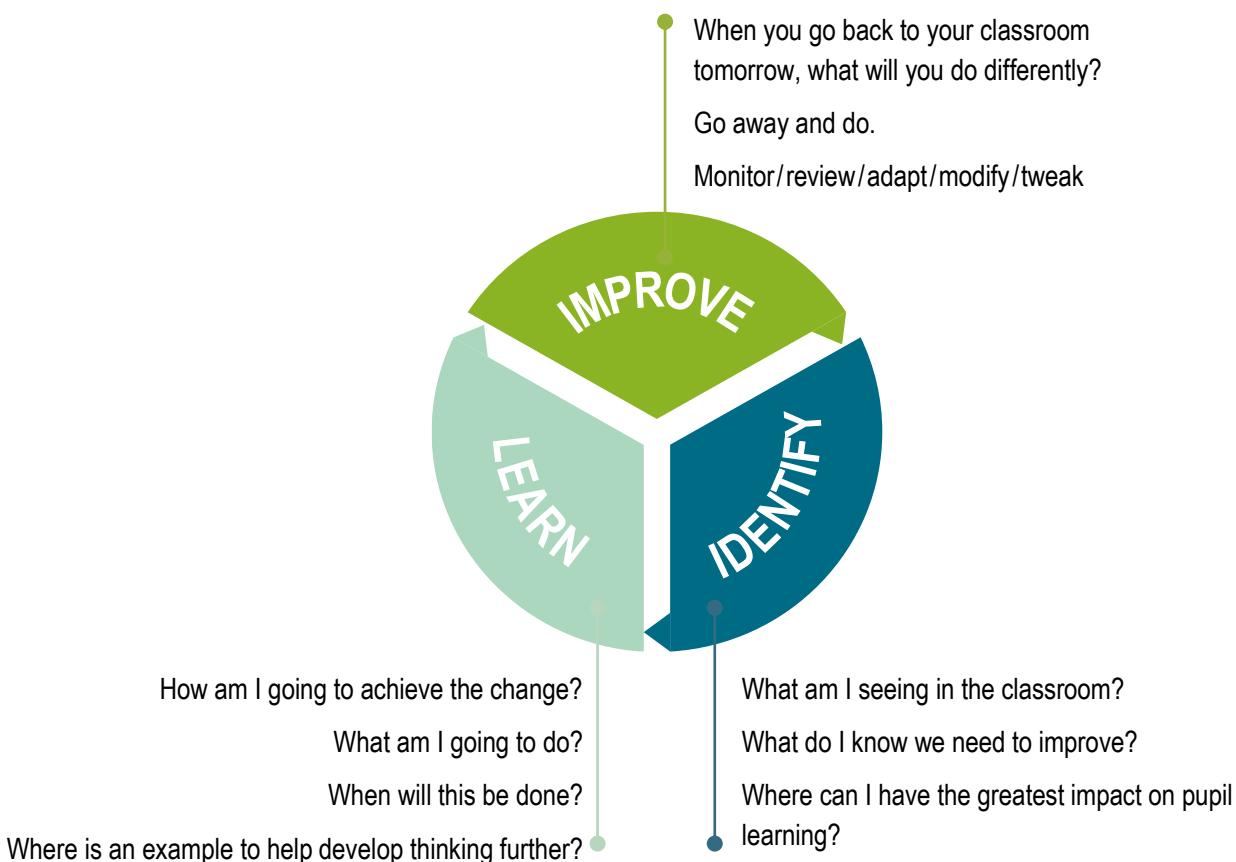
'I enjoyed being able to engage in research and reflect upon my practice.'

'This session was incredibly useful at discussing research and allowed us to consider how to support our ECTs. I gained a lot from the use of break out rooms and the questions had all be carefully structured.'

3 Using Instructional Coaching

Instructional Coaching is a strongly evidenced model of support for improving teacher practice. In terms of impact on pupil outcomes it has a better evidence base than any other form of CPD ([Sims, 2019](#)), which is why all mentors on this Programme will use it as a model for working with their ECTs.

Instructional Coaching involves an expert teacher or practitioner working individually with novice teachers to support their learning at the start of their career. Not to be confused with traditional coaching and open-ended questions, Instructional Coaching is a structured cycle of identify – learn – improve. Crucially, Instructional Coaching involves revisiting the same specific skills, with bite-size feedback each time. You won't just tell your *ECT what they need to improve but how to improve*.



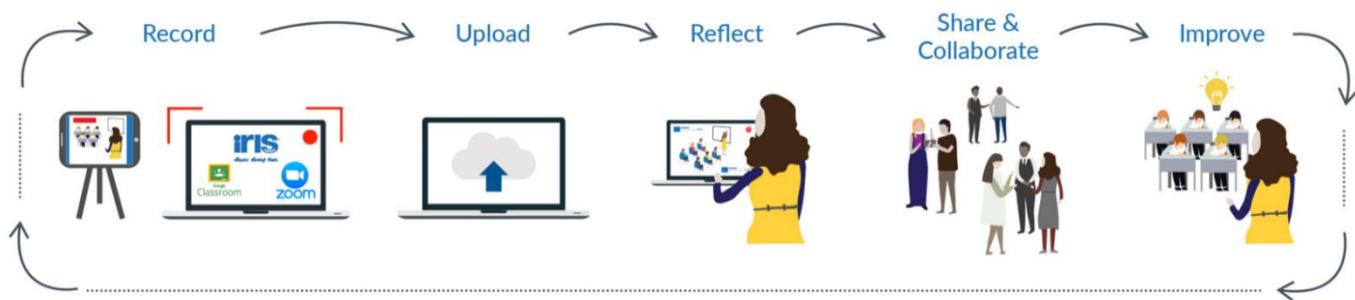
4 Using IRIS Connect

The mentor-mentee partnership will be supported – if you and your ECT wish to use it – by free access to IRIS Connect's video-enabled professional learning platform. Currently we have confirmed access to IRIS Connect until August 2023. This allows you and your ECT to record aspects of your classroom practice and transfer the videos securely via your personal, password-protected accounts. From there, you can reflect on the ECT's, your own and others' teaching, analyse focused aspects of practice, add time-stamped comments, and share feedback with your ECT.

Both you and your school IT administrator will receive details on how to access the platform. Any technical issues should be referred to IRIS Connect by visiting irisconnect.com/uk/support/ or contacting the helpdesk:

Helpdesk by phone: 0333 136 2483

Helpdesk by email: support@irisconnect.co.uk



Watch this video to hear from teachers on the gains they have made using IRIS Connect.

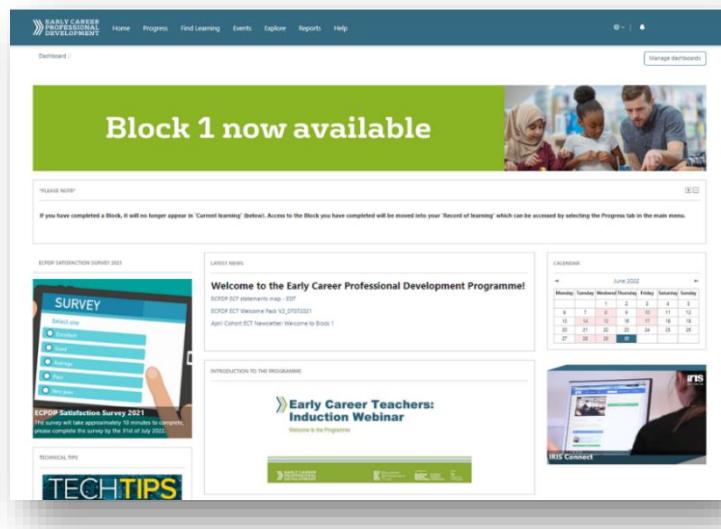


5 Using the online learning platform

The online learning platform will enable your journey throughout the Programme and will act as the central point for Programme updates, access to self-study materials and webinars, and for you to enrol onto your training sessions.

The resources and functionalities sit within five zones: Home, Progress, Learn, Events, Explore, allowing you to:

Home	<ul style="list-style-type: none"> Get the latest Programme news Jump into the Block you're working on
Progress	<ul style="list-style-type: none"> Check out your progress through the course materials Quickly pick up from where you last finished
Find Learning	<ul style="list-style-type: none"> Find all the Blocks of core, interactive eLearning, as they go live on the platform See, at a glance, all available block content
Events	<ul style="list-style-type: none"> See which training events are available to you Book on to events, choosing the date/time best suited to you
Explore	<ul style="list-style-type: none"> Access core guidance, e.g. 'getting started', wellbeing, part-time/flexible working guides Catch up on or revisit training sessions by accessing the recordings, and download webinars Discover a range of additional resources, e.g. blogs, podcasts, research digests, videos and signposting to subject/phase/specialist associations
Help	<ul style="list-style-type: none"> FAQ's 'How to' videos



Logging in for the first time

To log into the online learning platform for the first time, you will need to locate your email invitation which will be sent to you in July, or when you start the Programme. Following the instructions within this email, you will be directed to the platform to set your password and log in. Should you require any technical support with the online learning platform, please email ecf@educationdevelopmenttrust.com.

Here is a sample of the kind of mentor materials you will find on the platform:
... for the mentoring sessions with your ECT:

EARLY CAREER PROFESSIONAL DEVELOPMENT

quick 1-page summary for mentors' first session with their ECT

Session 1.1 Understanding your role in establishing positive behaviour

<p>The intended EDF statement outcomes of this session are for early career teachers to:</p> <p>Learn that: 1.4, 7.1</p> <p>Learn how to: 7c, 7d, 7e, f!</p>	<p>Key questions:</p> <ul style="list-style-type: none"> • How can ECTs positively reinforce desired behaviours? • What are clear instructions and why do they matter? 																			
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<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Suggested activities and discussion points</th> <th style="width: 30%;">Time & resources</th> <th style="width: 40%;">Instructional Coaching</th> </tr> </thead> <tbody> <tr> <td> 1. Review the 'Understanding the evidence' section from the self-directed study materials Invite your ECT to share their reflections and questions. Use prompt questions to facilitate discussion: <ul style="list-style-type: none"> • Why is it important to create a predictable learning environment? • How can the climate for learning support good pupil behaviour? </td> <td style="text-align: center;">20 minutes</td> <td style="text-align: center;"> Identify <small>Analyse your ECT's understanding and areas where they need support</small> </td> </tr> <tr> <td> 2. Using positive reinforcement Discussion Prompt: How can you use positive reinforcement to support behaviour? Work together to re-write statements to focus on behaviour you want to see. </td> <td style="text-align: center;">5 minutes</td> <td style="text-align: center;"> Learn <small>How to make small changes in language to positively reinforce behaviour</small> </td> </tr> <tr> <td> 3. Giving clear instructions Discuss with the ECT the link between clear instructions and subsequent class behaviours. Share some top tips on how to give short, clear, sequential instructions. </td> <td style="text-align: center;">20 minutes</td> <td style="text-align: center;"> Learn <small>How to give clear instructions</small> </td> </tr> <tr> <td> 4. Putting it into practice Use an upcoming lesson for the ECT to script and practise giving clear instructions. </td> <td style="text-align: center;">10 minutes</td> <td></td> </tr> <tr> <td> 5. Planning for action Help your ECT to decide on 2-3 things they will put into practice before your next session. </td> <td style="text-align: center;">5 minutes</td> <td style="text-align: center;"> Improve <small>ECT applies learning in their classroom</small> </td> </tr> </tbody> </table>			Suggested activities and discussion points	Time & resources	Instructional Coaching	1. Review the 'Understanding the evidence' section from the self-directed study materials Invite your ECT to share their reflections and questions. Use prompt questions to facilitate discussion: <ul style="list-style-type: none"> • Why is it important to create a predictable learning environment? • How can the climate for learning support good pupil behaviour? 	20 minutes	Identify <small>Analyse your ECT's understanding and areas where they need support</small>	2. Using positive reinforcement Discussion Prompt: How can you use positive reinforcement to support behaviour? Work together to re-write statements to focus on behaviour you want to see.	5 minutes	Learn <small>How to make small changes in language to positively reinforce behaviour</small>	3. Giving clear instructions Discuss with the ECT the link between clear instructions and subsequent class behaviours. Share some top tips on how to give short, clear, sequential instructions.	20 minutes	Learn <small>How to give clear instructions</small>	4. Putting it into practice Use an upcoming lesson for the ECT to script and practise giving clear instructions.	10 minutes		5. Planning for action Help your ECT to decide on 2-3 things they will put into practice before your next session.	5 minutes	Improve <small>ECT applies learning in their classroom</small>
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... to help you contextualise the course for your ECT:

EARLY CAREER PROFESSIONAL DEVELOPMENT






Some pupils may have specific barriers to learning and needs. ECTs should seek to identify these and adapt instructions accordingly. Here is some general guidance for how they might adapt their instructions for SEND, EAL or EYFS learners but remind your ECT to adapt based on the individual and not the label:

EAL

For pupils who are new to English or at the early acquisition stage, the language of instructions might need to be 'graded'. Try this:

- Simple grammar and vocabulary
- One instruction in one sentence
- Speak a little more slowly and clearly than you would normally do
- Pause after each instruction to allow processing time
- Write a few key words on the board as they speak to help listening
- Use gestures and facial expressions to support your instructions.

SEND

For instructions to be fully inclusive and accessible, teachers should consider how to deliver key messages and information. Try this:

- Use visual supports (symbols, photos, key Makaton / BSL signs)
- Reduce complex language and use key words only
- Personalise instructions for individual students
- Allow more processing time before seeking answers.

EYFS

For younger pupils in an EYFS setting, you will need to adapt your instructions to ensure that they are simple and easy to follow. Try this:

- One instruction in one sentence
- Wait until this has been successfully completed before giving the next instruction
- Use images or picture cards to sequence the order of instructions
- Emphasise common vocabulary such as 'first', 'then', 'after', 'before' – practise often in the classroom.

6 Your schedule

MENTOR	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
Regional Training 5 HRS EACH							5 HRS
Local group sessions 3 HRS EACH							6 HRS
Peer-to-peer 1 HR EACH							10 HRS
Webinars 1 HR EACH							10 HRS
Reading and reflection							5 HRS

A more detailed schedule, showing training dates and session times will be available when you access the online learning platform, at the start of the Programme.

7 A guide to the ECT learning journey

7.1 WHAT WILL ECTS LEARN?

Over a carefully sequenced programme of study, ECTs will:

- build a strong understanding of the content of the Early Career Framework
- explore the evidence behind education research and implications for classroom teachers
- develop their teaching through practical ideas and exemplifications of the research in practice
- with your support – reflect on their development, identify areas of strength and areas for improvement
- engage in collaborative learning, sharing of best practice and expert challenge with a community of other early career teachers

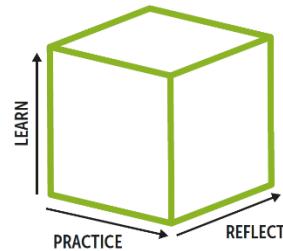
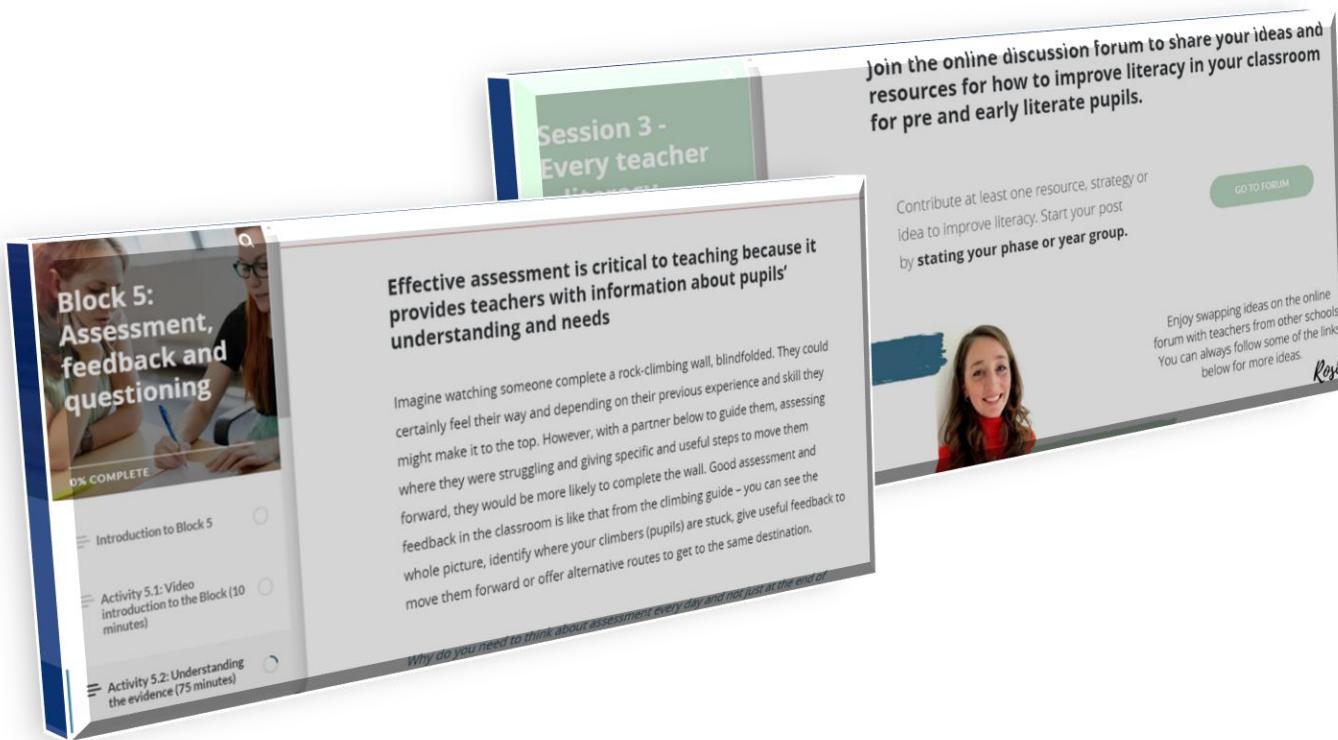
7.2 WHAT WILL ECTS BE DOING?

Over the two years of the Early Career Professional Development Programme, ECTs will work through 12 Blocks (modules) in total, one per half term. Each Block has been designed based on international best practice of effective professional development and includes:

- **Self-Directed Study Materials:** Interactive self-study materials (on the ECT portal of the online learning platform), which explain the research behind the Early Career Framework and exemplifications of what this looks like in the classroom. There is also protected time in Year 1 as part of the self-directed study for ECTs to observe you and other colleagues and to be observed. The content that you should cover week by week can be found in the [Overview of the Curriculum document](#).
- **Mentor Sessions:** One-to-one sessions with you, to help translate the research into their own practice and reflect on their learning and development. The content that you should cover in your weekly one-to-ones with your mentor can be found in the [Overview of the Curriculum document](#).
- **Training Sessions:** Group sessions, delivered primarily face-to-face, to explore the Early Career Framework with their peers. These sessions will be facilitated by an expert practitioner who will extend ECTs' thinking and support their planning by sharing practical applications of the research in their classroom.

Each Block provides ECTs with the time to:

- **Learn** the content from the Early Career Framework
- Put the learning into **practice** with suggestions for classroom practice
- **Reflect** on their professional and personal development.

The screenshot shows a digital interface for a professional development session. On the left, there's a sidebar for 'Block 5: Assessment, feedback and questioning' with sections for 'Introduction to Block 5', 'Activity 5.1: Video introduction to the Block (10 minutes)', and 'Activity 5.2: Understanding the evidence (75 minutes)'. The main content area displays 'Session 3 - Every teacher' and features a quote: 'Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs'. Below this, a text box says: 'Imagine watching someone complete a rock-climbing wall, blindfolded. They could certainly feel their way and depending on their previous experience and skill they might make it to the top. However, with a partner below to guide them, assessing where they were struggling and giving specific and useful steps to move them forward, they would be more likely to complete the wall. Good assessment and feedback in the classroom is like that from the climbing guide – you can see the whole picture, identify where your climbers (pupils) are stuck, give useful feedback to move them forward or offer alternative routes to get to the same destination.' To the right, there's a call to action: 'Join the online discussion forum to share your ideas and resources for how to improve literacy in your classroom for pre and early literate pupils.' A button says 'GO TO FORUM'. At the bottom right, there's a photo of a woman named Rosie and a note: 'Enjoy swapping ideas on the online forum with teachers from other schools. You can always follow some of the links below for more ideas.'

7.3 HOW IS THE LEARNING STRUCTURED FOR ECTS?

The Blocks have been carefully sequenced so that over the two years, ECTs will cover all statements in the Early Career Framework. The sequence builds from foundational to mastery, providing opportunities to revisit key themes and increasing in levels of complexity and depth as appropriate to their expanding experience.

Each Block starts with a '**why this, why now?**' summary, which states the purpose of the Block and sets it in the context of ECTs' experience, understanding and confidence. Many aspects of the Early Career Framework are interconnected (for example, quality assessment is not entirely distinct from quality planning or curriculum design). While we have maintained a specific deep focus for each Block, so that ECTs have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas. We encourage all mentors and facilitators to support the contextualisation and inter-linking as well.

Year 1	Year 2
Year 1 is an introduction to the key themes and statements in the Early Career Framework. The focus is on helping ECTs to establish themselves in the classroom, drawing on the best international evidence for what works in education. ECTs will work on core principles and techniques of effective teaching, including managing behaviour, lesson planning, expositions, assessment and feedback. Throughout each Block (module) they will find practical, accessible self-study activities to support their development. These will be further supplemented by regular sessions with their mentor and training sessions led by an expert practitioner. These sessions are designed to support ECTs to translate the research into their classroom, with opportunities to discuss research, observe colleagues, practise new techniques and reflect on their progress and next steps.	The structure of the Blocks in Year 2 replicates that of Year 1. Any remaining statements from the Early Career Framework will be covered, and many of the same themes from Year 1 will be revisited in greater depth to strengthen and further ECTs' practice. During Year 2, the focus is on mastering key ideas in the Early Career Framework. ECTs will be encouraged to reflect on the links between themes, in the light of their increasing knowledge and developing practice. They will continue to work with their mentor to reflect on the progress they have made, and by the end of the year they will identify future opportunities for development or specialisation for the next stage of their career. Training sessions provide additional support and access to a supportive peer network of other early career teachers.
Block 1: Establishing a positive climate for learning	Block 7: Embedding a positive climate for learning
Block 2: How pupils learn: memory & cognition	Block 8: How pupils learn: making it stick
Block 3: Developing effective classroom practice: teaching & adapting	Block 9: Enhancing classroom practice: grouping & tailoring
Block 4: The importance of subject & curriculum knowledge	Block 10: Revisiting the importance of subject & curriculum knowledge
Block 5: Assessment, feedback & questioning	Block 11: Deepening assessment, feedback & questioning
Block 6: A people profession	Block 12: Continuing your professional development

[Click here for the full details of each Block.](#)

Our sequence is designed based on best practice of interleaving and spaced practice for knowledge retention and recall. Each Block in Year 1 is revisited and developed in Year 2. This gives ECTs the opportunity to build on the learning from Year 1 as well as identify and recognise, through your support, the extent to which they have mastered each aspect. Together with your ECT, you will celebrate their successes, recognise areas of expertise, and identify further areas and opportunities for their development.

7.4 HOW WILL THE PROGRAMME MATERIALS WORK FOR ECTS?

These materials are designed to work for all early career teachers regardless of subject, phase, or context. Exemplars have been drawn from a wide range of specialisms and phases and chosen specifically for their relatability. Even if your ECT does not teach pupils at the particular stage the example refers to, the point being demonstrated will still be relevant. Your own training will support you to adapt the sessions to meet your ECT's particular needs and contextualise examples and research for their phase or subject.

8 Safeguarding at Education Development Trust

It is our legal and moral duty to ensure the protection of our beneficiaries – both children and adults, and all those who come into contact with us through the course of our work. Our robust safeguarding policies encompass our UK and international work and we are committed to ensuring that all our beneficiaries receive the same level of protection and care by our vigilant and dedicated people.

Safeguarding governance

Safeguarding is a priority for Education Development Trust, which has a safeguarding committee comprising members of the trustee board and leadership team. The committee oversees all safeguarding activities to ensure compliance with statutory requirements, monitoring standards and progress in safeguarding practice throughout the organisation.

Safeguarding policies and procedures

We have comprehensive policies and procedures in place to ensure that all Education Development Trust employees know how to take appropriate action when reporting concerns to our designated safeguarding leads, who are trained to make referrals to statutory authorities in the UK and in other countries where we work. Our staff receive the necessary support in pursuing a satisfactory resolution to all concerns and risks wherever they are raised.

Local child protection concerns – what should you do?

Should you have a child protection concern relating to a child in a school (or other educational or childcare setting) where you work, you must follow the school's safeguarding and child protection reporting procedures, which include reporting concerns to the school's Designated Safeguarding Lead (DSL) or Headteacher if the safeguarding concern relates to a staff member.

If you have reported a concern to the DSL and are of the genuine view that action has not been taken to protect a child from harm, you can contact your Education Development Trust Designated Safeguarding Leads: Richard Warenisca RWarenisca@educationdevelopmenttrust.com and Helen Chidler HChidler@educationdevelopmenttrust.com who will provide advice and support on the action/s you can take next.

In the event of an immediate risk of harm to a child, you must deal with the situation as an emergency and call the police on 999.

Safer recruitment

Our recruitment procedures are consistent throughout our organisation, and include comprehensive safer recruitment processes to deter, detect and reject unsuitable candidates who do not reflect our values in their behaviour and attitudes. Candidates interviewing for roles in regulated activity or those that come into regular contact with beneficiaries, are interviewed by panels that include individuals who have completed safer recruitment training and who screen for attitudes and behaviours that align with our values and code of conduct. All roles are subject to either corporate or local safeguarding induction, followed by a closely monitored probation period, where competencies, attitudes and behaviours are monitored prior to confirmation into role.

Anyone involved in working with children in an unsupervised capacity is subject to Disclosure and Barring Service checks and other required pre-employment checks, such as professional references.

Safeguarding training

Designated Safeguarding Leads complete safeguarding training and undertake continuous professional development to ensure they are confident and competent in their responsibilities, which include implementing our safeguarding policies and procedures, and continuously improving safeguarding practices at a local level.

Staff working directly with beneficiaries complete safeguarding training appropriate to their role to ensure that they recognise the signs and indicators of abuse and know how to raise a concern in line with policy and local referral procedures.

All staff working with children must undergo a safeguarding induction process, which includes the school's safeguarding policy and name of the DSL and deputies; and must also complete regular safeguarding and child protection training to ensure they keep up to date with emerging issues and reporting and referral requirements in the school and local authority area.

9 Making contact and getting prepared

Your Delivery Partner will lead you through every step of the Programme. So just keep a watch out for their emails, follow the simple instructions, and ask a question if anything is unclear.



Georgina Crooks
HISP Teaching School Hub Assistant Director
g.crooks@hispmat.org



Justine Briant
HISP Teaching School Administrator
j.briant@hispmat.org

You may want to know how you can prepare. At the start of the Programme, you will be given clear and simple guidance to navigate all elements of the course and materials, and to help you prepare for your mentoring role, so there is no need to invest time ahead of September. If you are keen to know more now, however, you might like to:

- Watch the introductory webinar to get a simple overview of the course and what you will be doing.
- Learn a little more about the policy context of the Early Career Framework reforms, at: [Early career framework reforms: overview - GOV.UK \(www.gov.uk\)](#)
- Visit [Chartered College of Teaching](#) and familiarise yourself with the additional support available in their Early Career Hub: [earlycareer.chartered.college](#)
- Join our Twitter community at [@EdDevTrust_ECF](#)
- And if you're interested, take a look at Education Development Trust's new suite of [National Professional Qualifications](#) – perhaps especially the NPQ for Leading Teacher Development, which is for teachers who have (or are aspiring to have) responsibilities for leading the development of other teachers in their school.

Being an early career teacher *will* be challenging, and you will make mistakes, and that is more than okay, it is necessary. That's what any learning involves.

'It is good to make mistakes. It is fine to miss a couple of things. It is alright not to be perfect. You are not letting anyone down. Good is good enough!'

Tom Wolstenholme, ECPDP facilitator

'Remember your 'why', remember why you're there! Remember the joyous interactions, not the zombie walk on a Monday morning!'

Amjad Ali, ECPDP keynote speaker