



Early Career Professional Development Programme

WELCOME PACK FOR EARLY CAREER TEACHERS

Contents

Foreword	3
1 Your learning journey	4
1.1 What will you get from this?	4
1.2 What will you be doing?	5
1.3 How is the learning structured?	6
1.4 How will the Programme materials work for you?	6
1.5 What is the online learning platform for?	7
2 Mentoring support	8
2.1 Your mentor	8
2.2 Instructional Coaching from your mentor	8
2.3 Using IRIS Connect together	9
3 Your wellbeing	10
4 Your schedule	11
5 Your point of contact	11
6 Safeguarding at Education Development Trust	12
7 Get started, get inspired!	13

Foreword

We are delighted you have joined with us to take part in the Early Career Professional Development Programme and would like to take this opportunity to welcome you to a career in teaching. Education Development Trust is one of six organisations 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 your induction experience and give you dedicated time and support to develop and thrive in your 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 national initiatives here in England and are known as an organisation which is dedicated to school-led delivery and collaborative school improvement, working *with schools for schools*. On the Early Career Framework, we are partnering with Teaching School Hubs, multi-academy trusts and other school-groups across the country, as our Delivery Partners. This means that the training you receive has been designed centrally by a wide group of experts from schools, universities, and other organisations, and will be quality assured nationally. However, it will be delivered by local practitioners, who you will get to know, and who understand the unique needs of the school where you will start your career. This Delivery Partner will be your main point of contact with the Programme, and will work with you, your mentor, and your school more widely to help support you throughout your time as an early career teacher.

The first years of teaching are both a time of challenge and when you experience the greatest growth as a professional. This Programme has been designed to meet your full learning and development needs as an early career teacher, to build up a network of experienced support around you, and to enable you to meet and learn from your peers, who will be just as keen as you are to share ideas and successes and overcome obstacles together.

We will be with you every step of the way, and hope you are looking forward to this journey as much as we are.



Anna Searle

Director UK
Education Development Trust

1 Your learning journey

1.1 WHAT WILL YOU GET FROM THIS?

- There is a lot to learn at the start of any career. This new two-year programme of support is designed to make sure you can focus on the things that will make the most difference in the classroom and your professional practice.
- Our evidence-led programme of training was co-created with the teacher-educators at [Sheffield Institute of Education](#) (Sheffield Hallam University), with support from English as an Additional Language specialists [The Bell Foundation](#), and many expert inputs from the fields of SEND and Early Years.
- The Programme is designed around what really works, and how people really learn, teaching you skills you can use straight away.
- You will be supported throughout by a fully trained mentor, as well as engaging in flexible, bite-sized online learning, and benefiting from face-to-face and virtual training delivered by school-based experts.
- All this will enable you to:
 - build a deep understanding of the knowledge and know-how which makes up the Early Career Framework
 - explore the evidence behind education research and implications for classroom teachers
 - develop your teaching through practical ideas and exemplifications of the research in practice
 - reflect on your development, identify areas of strength and areas for improvement, supported 1:1 by your mentor
 - engage in collaborative learning, sharing of best practice and expert challenge with a community of other early career teachers

**Sheffield
Hallam
University** | Sheffield
Institute
of Education

 the bell foundation

This is what some of the early career teachers said about the programme in 2021-2022:

‘The questions within the programme gave me the opportunity to reflect on my practice.’

‘My mentor has been very supportive and consistent throughout this year. She has given me feedback on regular observations and discussed not only my professional development but also ensured my mental health and wellbeing was supported.’

‘During the events, I was able to talk to other ECT’s. It was reassuring to know that we were all experiencing similar things and share perspectives and ideas.’

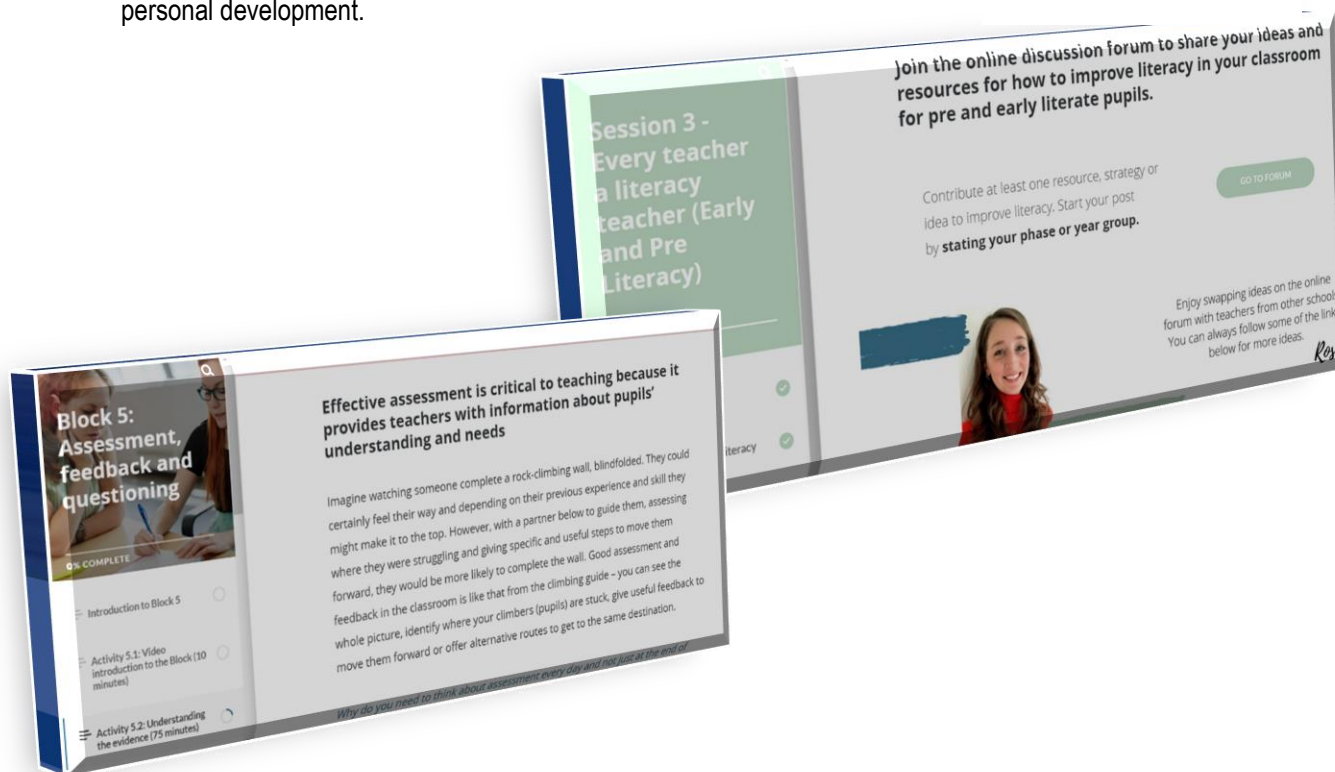
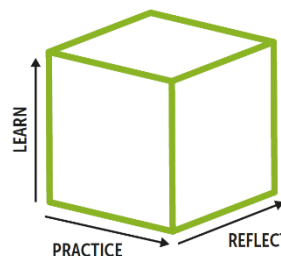
1.2 WHAT WILL YOU BE DOING?

Over the two years of the Early Career Professional Development Programme, you 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 which explain the research behind the Early Career Framework and exemplifications of what this looks like in the classroom. You will find these self-study materials as well as a wealth of other resources on the [ECPDP online learning platform](#). There is also protected time in Year 1 as part of the self-directed study to observe 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 to help you translate the research into your own practice and reflect on your 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, primarily delivered face-to-face, to explore the Early Career Framework with your peers. These sessions will be facilitated by an expert practitioner who will extend your thinking and support your planning by sharing practical applications of the research in your classroom.

Each Block provides you with the time to:

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



1.3 HOW IS THE LEARNING STRUCTURED?

Each Block starts with a ‘**why this, why now?**’ summary, which states the purpose of the Block and sets it in the context of your 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 you have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas, and we encourage your mentor and facilitators to support the contextualisation and inter-linking as well.

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

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 you the opportunity to build on the learning from Year 1 as well as identify and recognise, through the support of your mentor, the extent to which you have mastered each aspect. Together with your mentor you will celebrate successes, recognise areas of expertise, and identify further areas and opportunities for development.

1.4 HOW WILL THE PROGRAMME MATERIALS WORK FOR YOU?

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 you do not teach pupils at the particular stage the example refers to, the point being demonstrated will still be relevant.

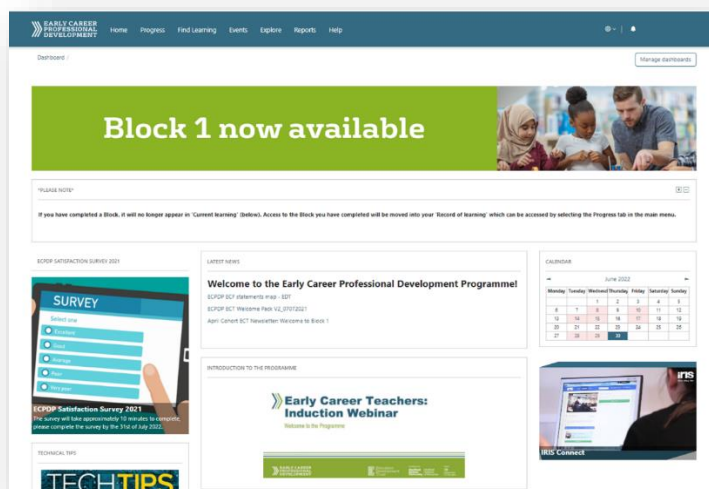
Your mentor and facilitators of group learning sessions will all be trained on how to adapt the sessions to meet your particular needs and contextualise examples and research for your phase or subject. You should make use of their support by bringing questions, reflections, or the answers to your interactive tasks from the self-study materials to sessions with you.

1.5 WHAT IS THE ONLINE LEARNING PLATFORM FOR?

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 onto 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.

2 Mentoring support

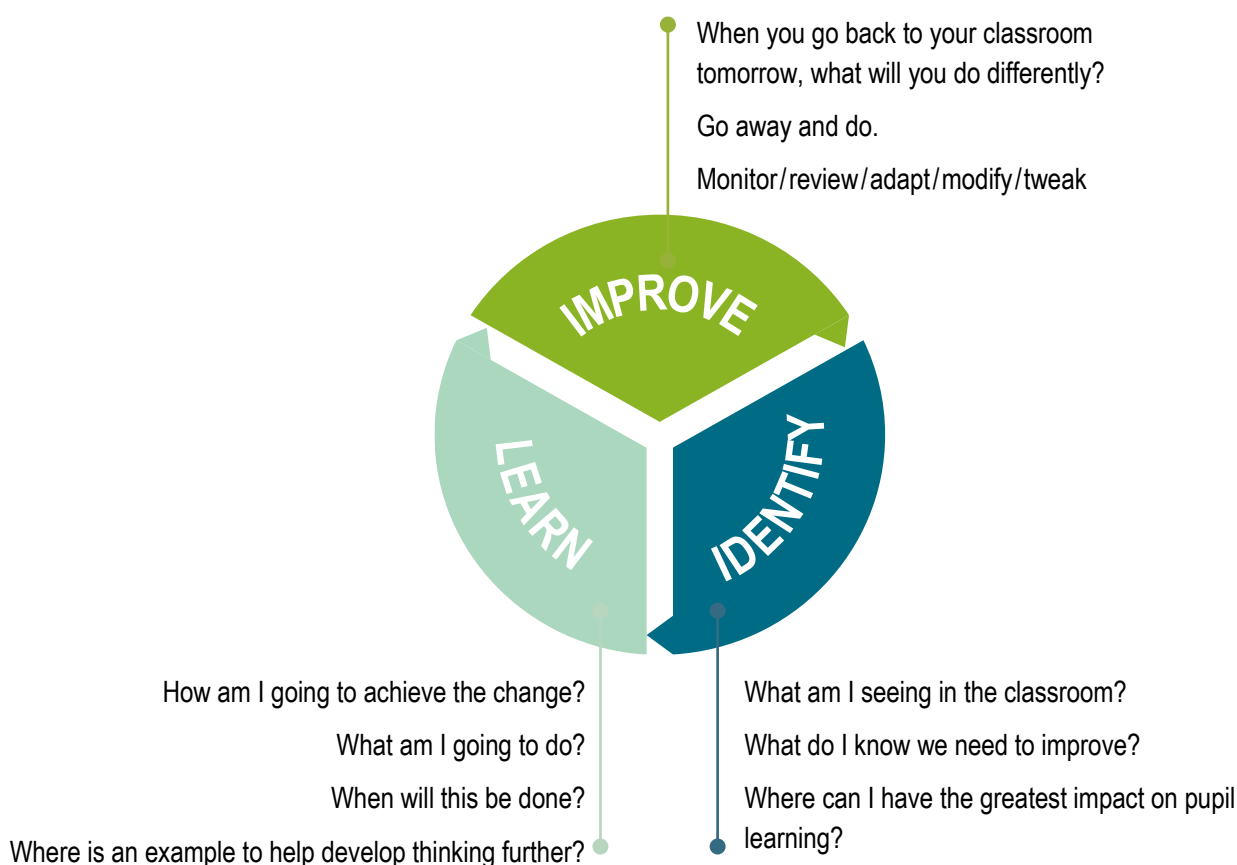
2.1 YOUR MENTOR

The relationship between you and your mentor is at the heart of the Early Career Professional Development Programme – it is what will drive the greatest improvements in your knowledge, skills, and confidence. As a Programme, we will support you to develop a constructive professional relationship with your mentor, who will provide support and challenge and be your guide through these first two years in the profession.

2.2 INSTRUCTIONAL COACHING FROM YOUR MENTOR

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 you in your ECT-mentor sessions.

Instructional Coaching involves an expert teacher or practitioner working individually with you to support your learning at the start of your 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. Your mentor won't just tell you *what* you need to improve but *how* to improve.



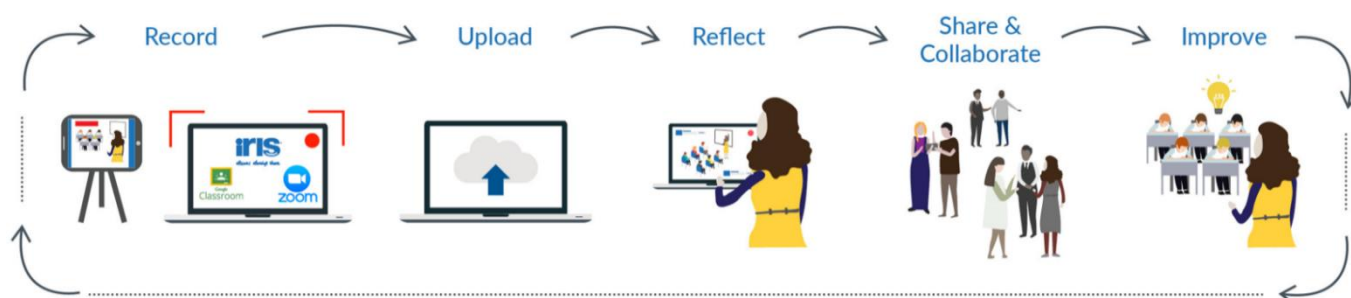
2.3 USING IRIS CONNECT TOGETHER

The mentor-mentee partnership will be supported – if you and your mentor 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 mentor to record aspects of your classroom practice and transfer the videos securely via your personal, password-protected accounts. From there, you can reflect on your own and others' teaching, analyse focused aspects of practice, add time-stamped comments, and share with your mentor for feedback.

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.



3 Your wellbeing

Looking after yourself in your early years in the profession is vital. Throughout the Blocks we offer suggestions, drawn from the Early Career Framework, of how workload can be reduced, and wellbeing enhanced. The self-study materials are designed to take into consideration your busy professional and personal lives, and so can be accessed online at any time to support flexible learning and professional development.

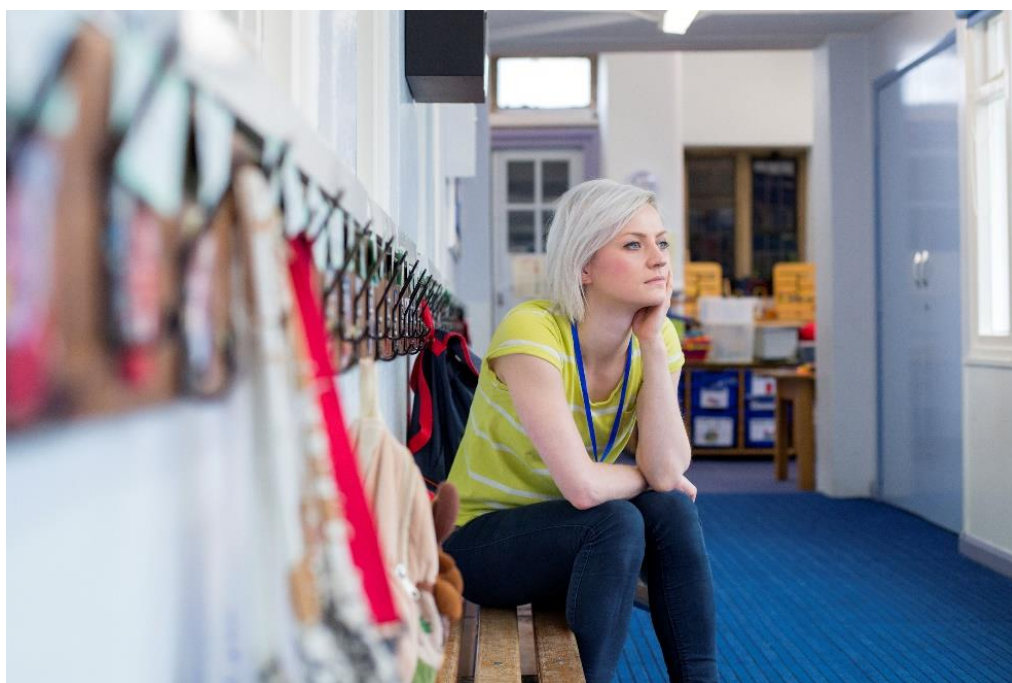
The DfE upholds that the most effective actions to reduce workload are those that encourage better teaching. Each Block is designed to support you in improving your practice through:

1. Focusing on the priorities.
2. Ensuring these are supported by evidence.
3. Making the best use of your time.















This strengthened induction *will not add to your workload* and will be delivered entirely within your timetable reduction.

- You will work with your mentor who will support you on an individual basis.
- You will develop strategies to support you in establishing a sustainable and manageable work-life balance.
- You will learn strategies to support you in taking control of your own workload.

On the online platform, under **Explore**, you will find a webpage signposting you to a range of professional sources of mental health and wellbeing advice.



4 Your schedule

		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
ECT	Regional Training		 5 HRS		 6 HRS			11 HRS
	Local group sessions 3 HRS EACH							12 HRS
	Webinars 1 HR EACH	 x2						7 HRS
	Self study	 26 HRS			 5 HRS			31 HRS
		Weekly mentor sessions			Fortnightly mentor sessions			

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.

5 Your point of contact

Throughout your induction, you will have the support of an induction tutor. This will be a colleague known to you, most likely working within your school. The induction tutor will be able to ensure that you are allocated time to engage in the programme.

Your point of contact for any Programme queries is your Delivery Partner:



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



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

6 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.

Childminders must promptly report all child protection concerns of abuse and neglect to their respective Local Authority Children's Services, who will provide advice and support to the childminder.

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.

7 Get started, get inspired!

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.

You may want to know how you can prepare for the Programme. Our advice would be ...

- Watch the [introductory webinar](#) to get a simple overview of the course and what you will be learning.
- Remember, this Programme is here to support you! It is an entitlement, *not* a framework for assessment. So, relax, make this your own, and make the most of it.
- And don't forget, there's a whole world of support and inspiration out there ...
 - If you haven't already, check out your subject association. There's an association for every teacher, whatever your subject, phase or specialism. Click [here for an introduction to a wide range of subject and phase associations](#), and [here for SEND specialist organisations](#).
 - Did you know teachers have their own Professional Body, with a Royal Charter? Visit the [Chartered College of Teaching](#) and find a whole range of further support in their Early Career Hub: earlycareer.chartered.college
 - Join our Twitter community at [@EdDevTrust_ECF](#)
 - Get involved, find a wealth of support, and be part of a dynamic teaching community!

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