



## **Early Career Professional Development Programme**

**WELCOME PACK FOR EARLY CAREER TEACHERS**

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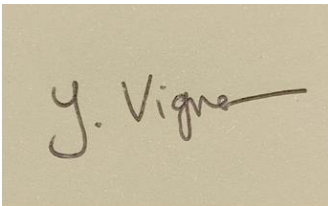
## Foreword

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 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 Professional Development Programme, 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 throughout 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.

A photograph of a handwritten signature in black ink on a light-colored, textured paper. The signature reads "Y. Vigne" followed by a horizontal flourish.

**Yalinie Vigneswaran**

**Senior Programme Director – UK Education Services  
Education Development Trust**

## Education Development Trust: Our vision

We are an **international not-for-profit organisation with the mission to transform lives around the world by improving education**. We believe that by partnering with carefully selected sector experts, and by supporting teachers, practitioners and leaders to develop at whatever stage they have reached in their careers, together we can deliver transformational change that has the highest impact on learners worldwide.

- We invest annually in a major programme of research on what works in education, focusing on ***what works where, when, how and why***.
- We build our ambitious programmes on the evidence of what delivers the most impact for educators and leaders, informed by the expertise of our strategic partners from across the UK and international education sectors.
- We share these evidence-informed insights to support our participants' journeys along the 'golden thread' from their first years in teaching or early years provision, to the time when they are becoming principals of their own schools, settings or trusts, or leaders in their own areas of domain-specific expertise.

Our high-quality programmes are built on research-informed core principles and designed around the needs of educators to respond to the challenges of their context. In this way we can be confident that our at-scale programmes, our targeted research and our dynamic partnerships deliver the best of curricula and content, drive sustainable school and setting improvements, and raise outcomes for all learners.

Our vision is to support and empower teachers, practitioners and leaders to embed relevant, contextualised and evidence-informed change in their settings and have the highest impact on improving pupil outcomes.

**Our vision for the Early Career Professional Development Programme (ECPDP):** We understand that to be effective, happy and committed to a long career in the profession, early career teachers (ECTs) need to ***know*** the best of what the evidence tells us and ***know how to*** put this into practice. Novice teachers also need to be supported to develop a secure professional identity, which will underpin their self-efficacy, resilience and sense of purpose. To achieve this, our programme enables ECTs to reflect on and challenge their own practice, supported through mentoring, learning networks and tailored training, all designed to build their confidence, support their retention in the profession and create the conditions for their future professional development.

“ECTs demonstrate they are learning the content of the lead provider’s curriculum and can apply it in the classroom. School leaders reflect that ECTs are resilient, confident, and ready earlier for positions of responsibility. They attribute this to the quality of the learning through the ECF programme” (Ofsted, March 2023)

### Working in partnership

We collaborate with trusted partners to deliver the Early Career Professional Development Programme and the National Professional Qualifications as we know that only by working together ***with*** schools and settings, ***for*** schools and settings, can we create genuinely transformative professional development pathways. We operate as Lead Provider within a network of local Delivery Partners from all across the country. Our Delivery Partners are teaching school hubs, MATs and other organisations that share our values and have a track record of delivering high-quality professional development in their local area or nationally in their specialism.

## Working with mentors

We work with in-school mentors to develop their mentoring and coaching techniques, enabling them to strengthen essential skills that they can use throughout their careers.

Specialist training and support ensures each mentor is confident in their knowledge of the Early Career Framework and develops their mentoring skills so that the ECTs they work with get the very best from the Programme. Mentors are the primary source of support and challenge to ECTs, with the critical task of guiding novice teachers through the tricky first two years in the profession.

We place mentors at the heart of our programme. For us, it is crucial that mentors benefit from the best professional development themselves, so that they can support their ECTs effectively and so that they are rewarded for the invaluable work they do for the sector. As well as face-to-face and virtual sessions to develop knowledge and skills in mentoring (aligned to the DfE Mentor Standards), access to extensive guidance and support resources on the ECF and full evidence base, a new induction package has been developed. This induction supports in covering core content, ensuring that all mentors can access foundational information and professional development immediately and consistently.

As part of the induction package, to supplement the reading and reflection and to encourage mentors to engage critically with the evidence base, we have also added Year 1 podcasts for each Block for mentors to access which pull out key ideas from research, offering examples, anecdotes and reflection questions so that mentors can listen on the go. The induction package also includes an introduction to the online platform, ECPDP, ECF and instructional coaching.

“The lead provider has developed a comprehensive training programme for mentors which provides a range of useful materials and prompts to support discussion and mentoring sessions. Mentors understand their roles and responsibilities, including supporting ECTs by exemplifying by subject, phase and/or setting” (Ofsted, March 2023)

“ECTs receive effective training and support that enables them to apply what they have learned in the context of their subject, phase or setting. ECTs have regular time to reflect with their mentor and are encouraged to articulate clearly how they apply the taught curriculum in their own setting.” (Ofsted, March 2023)

# 1 Your learning journey

## 1.1 WHAT WILL YOU GET FROM THIS?

“ECTs develop their resilience and self-efficacy because the lead provider places great importance on developing [these] attributes. Consequently, ECTs build the right foundations to support longevity in the teaching role. ECTs appreciate how the ECF builds on the core content framework studied as part of their initial teacher education training programmes” (Ofsted, March 2023)

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.

- We draw on world-leading research and partner with expert organisations to ensure the best of real practice is supported by the latest thinking from leading education researchers.
- 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:

‘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 ECTs. It was reassuring to know that we were all experiencing similar things and share perspectives and ideas.’

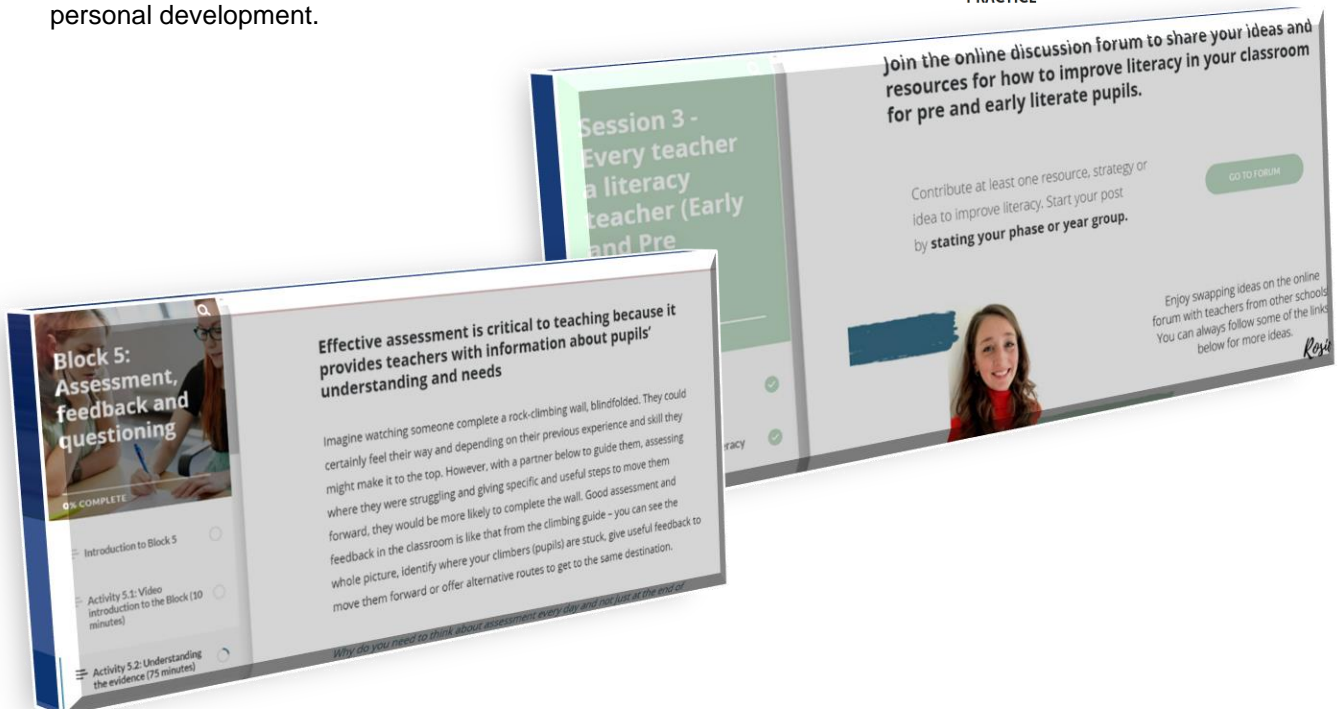
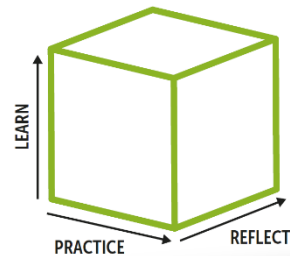
## 1.2 WHAT WILL YOU BE DOING?

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.
- **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, which will be ready for when your sessions start in September
- **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 ways to practically apply the research in your classroom.

Each Block provides you with the time to:

- **Learn** the content of 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.

<b>Block 1:</b> Establishing a positive climate for learning	<b>Block 7:</b> Embedding a positive climate for learning
<b>Block 2:</b> How pupils learn: memory & cognition	<b>Block 8:</b> How pupils learn: making it stick
<b>Block 3:</b> Developing effective classroom practice: teaching & adapting	<b>Block 9:</b> Enhancing classroom practice: grouping & tailoring
<b>Block 4:</b> The importance of subject & curriculum knowledge	<b>Block 10:</b> Revisiting the importance of subject & curriculum knowledge
<b>Block 5:</b> Assessment, feedback & questioning	<b>Block 11:</b> Deepening assessment, feedback & questioning
<b>Block 6:</b> A people profession	<b>Block 12:</b> Continuing your professional development

Our sequence is designed based on best practice of interweaving 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 your answers to your interactive tasks from the self-study materials to sessions with you.

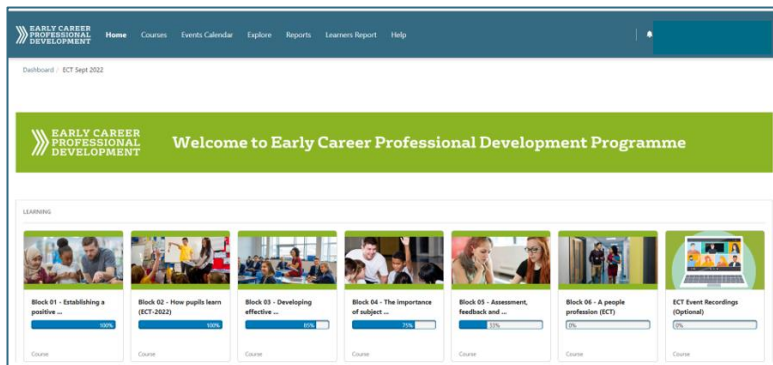


## 1.5 WHAT IS THE ONLINE LEARNING PLATFORM FOR?

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 six zones: Home, Courses, Events Calendar, Explore, Learners' Report, and Help, allowing you to:

<b>Home</b>	<ul style="list-style-type: none"> <li>access your own, personalised upcoming events calendar</li> <li>jump into the Block you're working on</li> <li>see how much of the current Block you've completed</li> <li>access the most recent event recordings</li> </ul>
<b>Courses</b>	<ul style="list-style-type: none"> <li>access self-directed study materials as they go live on the platform</li> </ul>
<b>Events Calendar</b>	<ul style="list-style-type: none"> <li>see which training events are available to you with your local Delivery Partner</li> <li>book onto selected events, choosing the date/time best suited to you</li> </ul>
<b>Explore</b>	<ul style="list-style-type: none"> <li>access core guidance, e.g., 'getting started', wellbeing, part-time/flexible working guides</li> <li>discover a range of additional resources, e.g., blogs, podcasts, research digests, videos and signposting to subject/phase/specialist associations</li> </ul>
<b>Learners' Report</b>	<ul style="list-style-type: none"> <li>see an overview of completion for all Blocks you have been enrolled on</li> <li>download the report as a record of programme participation and completion</li> </ul>
<b>Help</b>	<ul style="list-style-type: none"> <li>access user guides, video demos and technical tips to support the use of the platform.</li> </ul>



### 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 when you start the Programme. Following the instructions within this email, you will be directed to the platform to set your password and login. Should you require any technical support with the online learning platform, please email [ecf@edt.org](mailto:ecf@edt.org).

## 2 Mentoring support

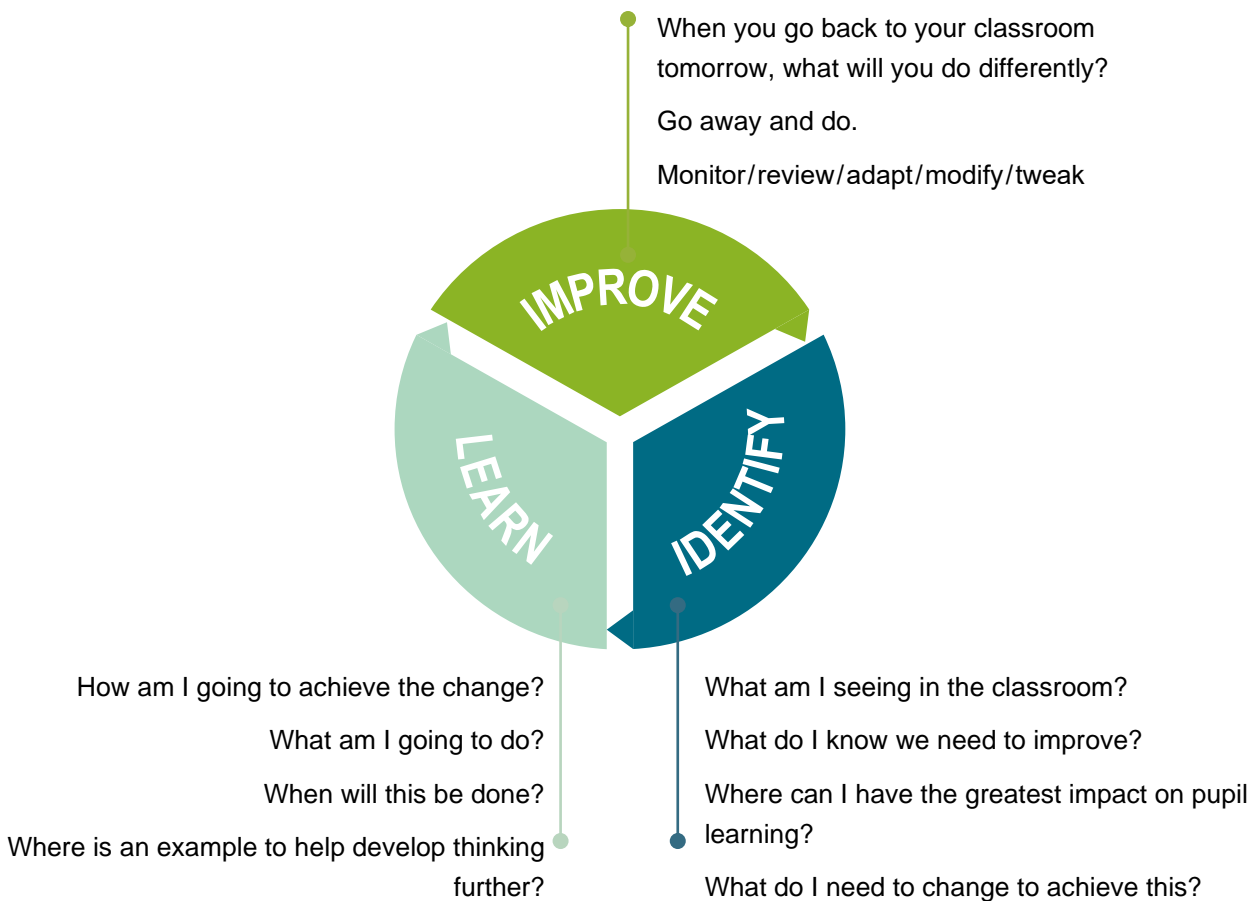
### 2.1 YOUR MENTOR

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. The Programme 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

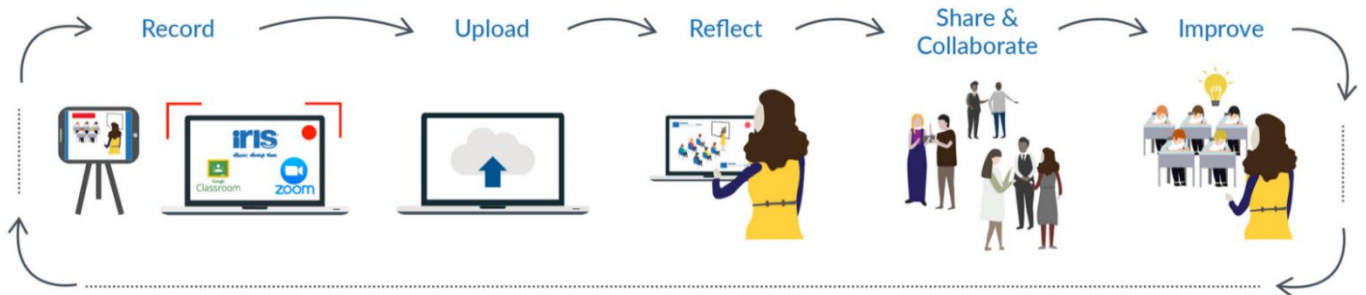
Access to IRIS Connect is offered to you and your mentor during the first year of the programme. It's a secure video-enabled professional learning platform where you can record your practice for private review at a time that suits. You'll see your teaching from a new perspective and be able to focus on the areas that matter most. You'll see learner behaviours in a new way and be clear about what works.

You can share the video, as it is or edited by you, with your mentor through a secure, personal password-protected account so that your mentor can review parts of the lesson, provide contextualised feedback and add time-stamped comments which means you can get more mentoring in less time.

Use of IRIS is a powerful tool in allowing you and your mentor to disseminate, discuss and improve specific areas of teaching. It can also be used as a tool to support managing workload. By grounding the identify, learn and improve cycle of the coaching dialogue around short clips of recorded footage, you can explore aspects of your practice as it really exists.

Your school should have details on how to access IRIS so talk to your mentor about this.

Any technical issues should be referred to IRIS Connect by visiting [irisconnect.com/uk/support/](https://irisconnect.com/uk/support/) or contacting the helpdesk: Helpdesk by phone: 0333 136 2483 Helpdesk by email: [support@irisconnect.co.uk](mailto:support@irisconnect.co.uk)



Watch this video to hear from teachers on the progress 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.

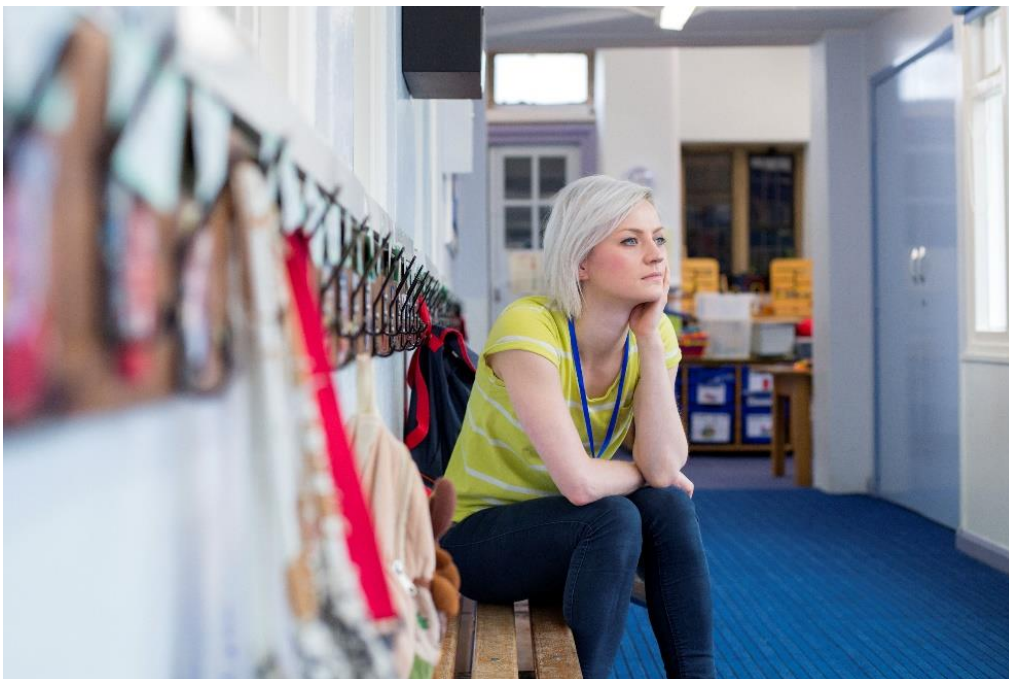
The DfE upholds that the most effective actions to reduce workload are those that encourage better teaching. Each Block is designed to support you in improving your practice through:

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			
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
ECT	Regional training		 5 HRS		 6 HRS			11 HRS
	Local group sessions 3 HRS EACH							12 HRS
	Webinars 1 HR EACH	 x2						7 HRS
		<b>WEEKLY MENTOR SESSIONS</b>						

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.

## 6 Safeguarding at Education Development Trust

We wanted to flag here how seriously we take safeguarding and ensuring that everyone we come into contact with knows about the levels of protection and care we put into place.

### **Safeguarding governance**

We have a safeguarding committee comprising members of the trustee board and leadership team which oversees all safeguarding activities to ensure compliance with statutory requirements, monitoring standards and progress in safeguarding practice.

### **Safeguarding policies and procedures**

We have comprehensive policies and procedures in place to ensure that all our employees know how to take appropriate action when reporting concerns to our designated safeguarding leads.

### **Disclosures by programme participants**

Whilst the majority of, if not all, ECPDP programme participants do not fall under the definition of an adult at risk (also referred to as a vulnerable adult), as a programme participant they are a direct beneficiary of EDT, and we therefore have a duty of care towards them.

The employee must not provide any advice but should suggest that the individual speaks to:

1. Someone they trust in their life
2. The principal/headteacher/manager at their school or setting
3. A GP.

If the individual states that they are at immediate risk of harm, they must be advised to call 999.

### **Safeguarding allegations and concerns about a programme participant**

**If an employee** has a concern about a programme participant's ability to keep children safe through the course of their work, they should discuss this with their line manager and make a report to the Designated Safeguarding Lead, Marisa Sefton at [MSefton@edt.org](mailto:MSefton@edt.org), who will make a report to the relevant school's principal/headteacher/manager.

### **Safeguarding allegations and concerns during a Delivery Partner or Education Development Trust-led session**

Any safeguarding concerns relating to Delivery Partners and their staff must be promptly reported to the UKES DSL who, with advice from corporate safeguarding, will submit a report to the Delivery Partner lead and will liaise with them or their safeguarding lead, to ensure that concerns are fully addressed and all relevant escalations to statutory authorities are completed.

### **Local child protection concerns – what should you do?**

If you have a child protection concern relating to a child in the school 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 Lead: Richard Warensca [rwarensca@edt.org](mailto:rwarensca@edt.org) 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.

**UKES DSL/Deputy DSL and corporate safeguarding contact details:**

Designated Safeguarding Lead, Marisa Sefton

- [MSefton@edt.org](mailto:MSefton@edt.org)
- 07468 474773

Deputy Designated Safeguarding Lead, Richard Warenisca

- [RWarenisca@edt.org](mailto:RWarenisca@edt.org)

## 7 Get started, get inspired!

Your Delivery Partner will lead you through every step of the Programme. So just keep an eye 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](http://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*