



Early Career Professional Development Programme

WELCOME PACK FOR MENTORS

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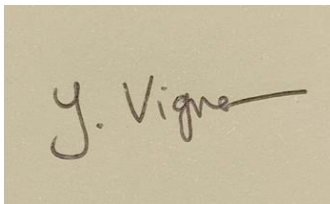
Foreword

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 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 dedicated 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 throughout the Programme, and will work with you, your ECT and your school more widely to help provide the support needed.

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.

A photograph of a handwritten signature in black ink on a light-colored, textured paper. The signature reads "Y. Vigneswaran" in a cursive, slightly slanted script.

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.

“Leaders and managers have made sure there is strong reference in the curriculum to current and up-to-date research. There is also a strong connection between what is taught in each block through webinars, self-study, and face-to-face training sessions. The lead provider exemplifies the ECT curriculum with examples to underpin videos, suggested reading and discussion activities” (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.

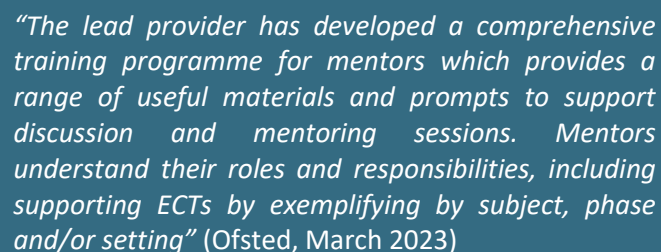
Working with mentors

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, covering core content and ensuring new and non-standard 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 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)

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 and 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

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 and the associated Early Career Professional Development Programme, it is crucial that you benefit equally from professional development:

- 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.
- From September 2023, mentors will be enrolled onto an Induction Package. This induction supports in covering core content, ensuring that all mentors can access foundational information and professional development immediately and consistently.

Reflective questions

1. What experience do you have of mentoring? How does the Early Career Professional Development Programme differ in its approach to your previous experiences of mentoring?
2. What are the challenges you are likely to face as a mentor? What solutions can you think of to those challenges?
3. How will the role of mentor support your own professional development, as well as that of your ECT?

This is what some mentors said about the programme:

'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.



- How will I make the change?
- What does it look like?
- What specifically will I do?
- Where is an example to help develop thinking further?

- What will I do differently in the classroom?
- How will I know if it is working?
- Monitor / review / adapt / modify / tweak?

- What am I seeing in the classroom?
- What do I need to improve?
- Where can I have the greatest impact on pupil learning?
- What do I need to change to achieve this?

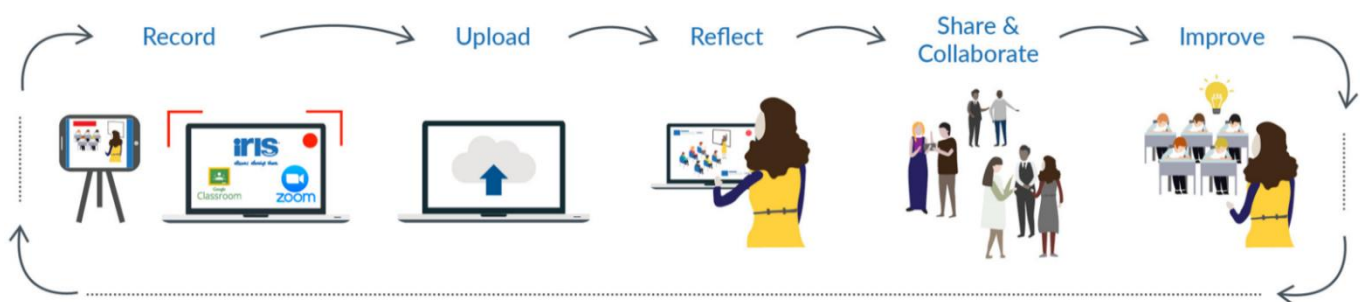
4 Using IRIS Connect

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

Sharing the video with you will mean that you can provide more mentoring in less time. You will be able to review parts of their lesson, provide contextualised feedback and give in-depth lesson analysis at the touch of a button. And if you wish to, you are able to share edited examples of your own practice with your ECT to reinforce points for discussion.

Use of IRIS is a powerful tool in allowing you and your ECT 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 their practice as it really exists.

If you haven't already used IRIS, then talk with your IT administrator about getting access. And if you'd like any further information then just let us know.



Technical queries should be addressed directly to IRIS Connect:

Helpdesk by phone: 0333 136 2483

Helpdesk by email: support@irisconnect.co.uk

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

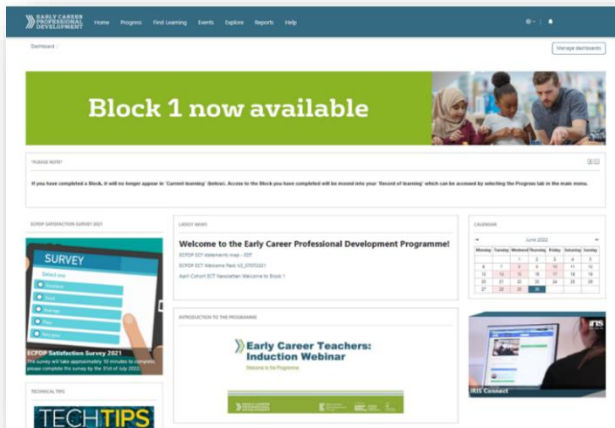


5 Using the online learning platform

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 • pick up team messages • access your own personalised upcoming events calendar • jump into the Block you're working on • see how much of the current Block you've completed • access the Activity Completion Reports and monitor the progress of ECTs you're linked with, directly from the dashboard
Courses	<ul style="list-style-type: none"> • engage with Mentor block materials as they go live on the platform
Events Calendar	<ul style="list-style-type: none"> • see which training events are available to you with your local Delivery Partner • book onto selected events, choosing the date/time best suited to you
Reports	<ul style="list-style-type: none"> • access six 'Manager' Reports to track ECT progress, including course completion, event tracking, feedback, and video reporting • you can download results as an Excel spreadsheet, CSV file or PDF
Engagement Report	<ul style="list-style-type: none"> • access course completion data for different Blocks displayed on one row per user • see the last attended event of a user with a link to event details • filter the report by completion date ranges, individual users, academic year or user position • export the report as an Excel spreadsheet
Explore	<ul style="list-style-type: none"> • access core guidance, e.g., 'getting started', wellbeing, IRIS Connect • 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"> • Access user guides, video demos and technical tips to support the use of the platform



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.

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



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

Session 1.1 Understanding your role in establishing positive behaviour

The intended ECF statement outcomes of this session are for early career teachers to:

Learn that: 14, 7.1

Learn how to: 7c, 7d, 7e, 7f



Key questions:

- How can ECTs positively reinforce desired behaviours?
- What are clear instructions and why do they matter?



Suggested activities and discussion points	Time & resources	Instructional Coaching
<p>1. Review the 'Understanding the evidence' section from the self-directed study materials</p> <p>Invite your ECT to share their reflections and questions.</p> <p>Use prompt questions to facilitate discussion:</p> <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? 	<p>20 minutes</p>	<div style="background-color: #004a7c; color: white; padding: 5px; margin-bottom: 5px;"> <p>Identify</p> <p>Assess your ECT understand and areas where they need support.</p> </div>
<p>2. Using positive reinforcement</p> <p>Discussion Prompt: How can you use positive reinforcement to support behaviour?</p> <p>Work together to re-write statements to focus on behaviour you want to see.</p>	<p>5 minutes</p>	<div style="background-color: #004a7c; color: white; padding: 5px;"> <p>Learn</p> <p>How to make small changes in language to positively reinforce behaviour</p> </div>
<p>3. Giving clear instructions</p> <p>Discuss with the ECT the link between clear instructions and subsequent class behaviours.</p> <p>Share some top tips on how to give short, clear, sequential instructions.</p>	<p>20 minutes</p> <p>Video in the self-directed study Activity 1.2b.</p>	<div style="background-color: #004a7c; color: white; padding: 5px;"> <p>Learn</p> <p>How to give clear instructions</p> </div>
<p>4. Putting it into practice</p> <p>Use an upcoming lesson for the ECT to script and practise giving clear instructions.</p>	<p>10 minutes</p>	
<p>5. Planning for action</p> <p>Help your ECT to decide on 2-3 things they will put into practice before your next session.</p>	<p>5 minutes</p>	<div style="background-color: #004a7c; color: white; padding: 5px;"> <p>Improve</p> <p>ECT applies learning in their classroom</p> </div>




... to help you contextualise the course for your ECT:

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

	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
MENTOR Induction package NEW!*	 3 HRS						3 HRS
Training sessions [flexible build]**	 2 HRS	 2 HRS	 2 HRS	 1 HR	 1 HR	 1 HR	9 HRS
Webinars [unchanged]	 x2	 x2		 x2	 x2		10 HRS
Reading and reflection [unchanged]		 3 HRS			 2 HRS		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 EARLY CAREER TEACHERS 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

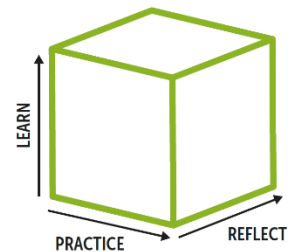
7.2 WHAT WILL EARLY CAREER TEACHERS BE DOING?

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 ECT 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.



7.3 HOW IS THE LEARNING STRUCTURED FOR EARLY CAREER TEACHERS?

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.

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

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

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 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 EARLY CAREER TEACHERS?

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 A note about 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, 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 Warenisca rwarenisca@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
 - 07468 474773
- Deputy Designated Safeguarding Lead, Richard Warenisca
 - R Warenisca@edt.org

9 Making contact and getting prepared

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. 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 the programme start. 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 they 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