

Early Career Professional Development Programme

Overview of the Early Career PDP
starting September 2021

Presented by:

What is the Early Career Professional Development Programme?

- The Early Career Framework (ECF) reforms create a step change in support for early career teachers, providing a **funded entitlement to a structured 2-year package** of high-quality professional development.
- The reforms are part of the government's **teacher recruitment and retention strategy**, which aims to improve the training and development opportunities available to teachers.
- The Early Career Professional Development Programme is a funded provider-led programme, offering new teachers **dedicated time to focus on their development** at a really important time in their careers, building on their ITT.

Who developed the Programme?

Education Development Trust, is a not-for-profit organisation and one of the **largest providers of professional development programmes in the UK.**

They have an internationally recognised research programme which is **publicly available**. Insights from this research are put into practice, **helping to design highly impactful programmes.**



Partnering with expert organisations

Partnering with schools and expert organisations means the Programme benefits from the **best of real practice, supported by the latest thinking.**

A consortium of expert organisations will work with schools to develop new content, offering challenge and advice.

These partners include:



What's the offer

- Exceptional professional development designed to meet the needs of early career teachers, learning **skills they can use straight away**.
- An evidence-led programme of training, designed around **what really works**, and how pupils learn, for effective improvement in teacher practice.
- Engaging and accessible online learning, alongside face-to-face and virtual training delivered **by school-based experts**.
- A focused **development programme for mentors**, with regional training run by expert facilitators, and peer coaching sessions with a 'buddy' mentor.
- Delivered with Delivery Partner schools, who will manage all aspects of the training, **freeing up in-school staff** to focus on other priorities.

The Programme

- **Rich and relevant** examples from expert practitioners.
- **Accessible insights** from research.
- Frequent opportunities to put **knowledge into practice**.

Year 1	
Block 1	Establishing a positive climate for learning
Block 2	How pupils learn: memory and cognition
Block 3	Developing effective classroom practice: teaching and adapting
Block 4	The importance of subject and curriculum knowledge
Block 5	Assessment, feedback and questioning
Block 6	A people profession

The Programme

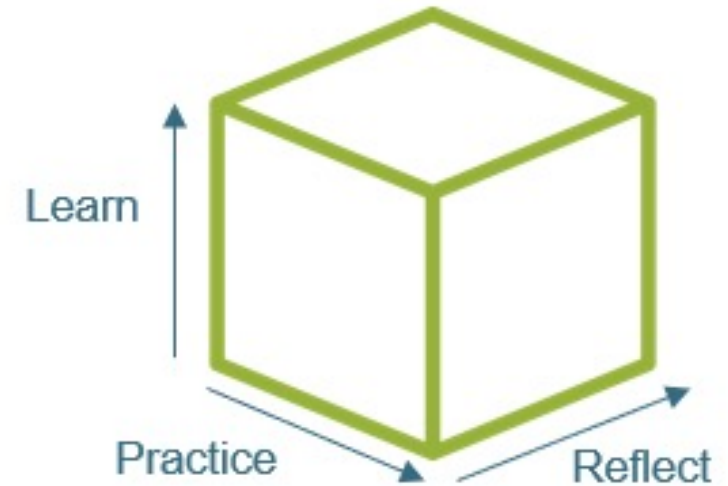
- Blocks in year 2 **build on the foundations** encountered in year 1 to **develop mastery** in these crucial areas of practice.

Year 2	
Block 7	Embedding a positive culture for learning
Block 8	How pupils learn: making it stick
Block 9	Enhancing classroom practice: grouping and tailoring
Block 10	Revisiting the importance of subject and curriculum knowledge
Block 11	Deepening assessment, feedback and questioning
Block 12	Continuing your professional development

Why do we call them Blocks?

The learning approach and delivery schedule ensures every topic is covered by the **three dimensions of development**, just like a “Block”.

This supports early career teachers to **learn the theory**, put theory into **practice**, and **reflect** on personal and professional development.



Early career teachers will...

- Benefit from **highly accessible** online materials & both face-to-face and online training delivered by local, school-based experts.
- Build a strong **understanding of the ECF**.
- Explore the evidence behind **education research**.
- Develop their teaching through **practical ideas**.
- Reflect on their development, **identify areas of strength and improvement** supported by their mentor.
- Engage in **collaborative learning**, with a community of other early career teachers.

Mentors will...

- Be key to the **success of their early career teachers** and of the ECF initiative.
- Benefit from regional training led by **expert facilitators** and local peer-coaching sessions with a 'buddy' mentor.
- Become confident in their knowledge of the Early Career Framework & develop their knowledge and **skills in coaching and mentoring.**

Mentors at the heart

Mentors will become the primary source of **support and challenge for their early career teachers.**

The Programme centres around this **early career teacher - mentor relationship** and this support will help early career teachers **turn theory into practice.**



The online platform

The online platform enables the journey through the Programme, providing access to **self-study materials, webinars, and book training sessions.**

Session 4.4 Uncovering pupils' misconceptions

The intended ECF statement outcomes of this session are for Early Career Teachers to:

Learn that: 3.4	Learn how to: 2d, 2e, 2g, 3e
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Key questions:

- What are common misconceptions in ...
- What should they do to uncover these ...

Suggested activities and discussion points

1. Reflect on actions
Invite the ECT to share what they have actioned recently, how it went and what they are continuing to work on.
Some prompts:

- How did it go?
- What would you do the same / differently next time?

Tip: You could use IRIS Connect to review ...

2. Interview a colleague
Your ECT should interview a colleague about common misconceptions in their subject or phase.
They should find out what common misconceptions are in their subject or phase and how they can uncover and address them.
Handout 4.4

3. Techniques to encourage pupils to share emerging misconceptions
Discuss techniques for the ECT to try in the classroom to:

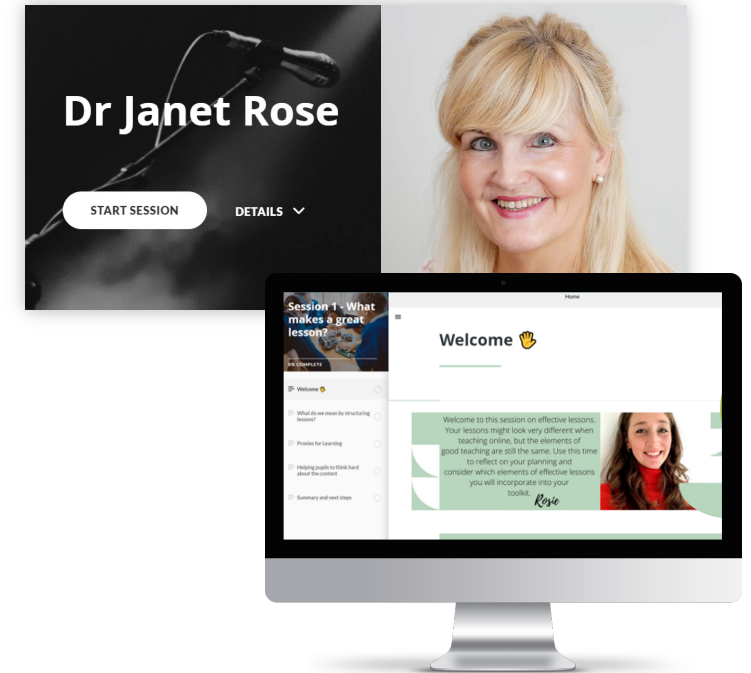
- Uncover misconceptions
- Make their classroom a safe space for pupils to express confusion or make mistakes.

Generate ideas for what the ECT can do if they uncover a misconception.
Tip: Share strategies from your own classroom.

**Connection and context:
Bringing research and expertise
to your role as Mentor**

NO ONE IS TO BLAME; EVERYONE IS RESPONSIBLE
















- Educators are rarely trained to be evidence informed
- The most powerful question:
 - 'Where's the evidence for this?'
- Then:
 - 'How do we know this is working?'
- Evidence informed, not evidence based




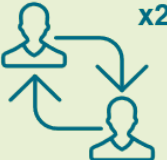
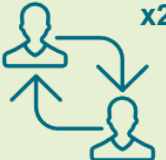
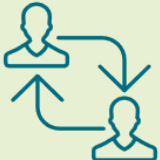

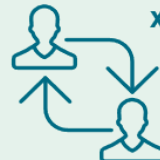











Amjad Ali is a teacher, trainer, TEDx speaker and Senior Leader, who has spent his teaching career working in challenging, diverse schools. He is a practising SENCO and trained as an Advanced Skills Teacher in Teaching and Learning. Amjad has delivered CPD to all sectors in education, sharing 'what works' in an engaging and easy to understand format.

Programme components



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

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	 x2	 x2	 x2	 x2	 x2	10 HRS
	Webinars 1 HR EACH	 x2	 x2	 x2	 x2	 x2	10 HRS
	Reading and reflection	  3 HRS		  2 HRS			5 HRS



Introduction to the Early Career Professional Development Programme

With Matt Davis, Regional Director UK, Education Development Trust. <https://vimeo.com/542263114>

How to register

To register for the Programme visit the Education Development Trust webpage below and select Alban Teaching School Hub as the Delivery Partner.

www.EducationDevelopmentTrust.com/ECF



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