



# What is the Early Career Professional Development Programme?

- Background
- Purpose
- Intended impact
- What it is and what it is not

# Introductions

- In the chat:
- Name
- Year
- School
- Location

# Icebreaker

- In 1 word summarise your experience of the Early Career Framework so far.
- What do you want to know about the ECF?



# WHAT IS THE PURPOSE OF THE EARLY CAREER FRAMEWORK?

# Purpose of the Programme

- Provide essential support for ECTs in their first two years in the profession with high quality professional development
- Build on high-quality initial teacher training and become the cornerstone to a successful career in teaching
- Train quality Mentors who can support ECTs in school
- Share the best international evidence of 'what works' in classroom teaching
- Create a consistent and positive experience for ECTs at the start of their career
- Support ECTs to become confident, effective teachers who have a positive impact on their pupils

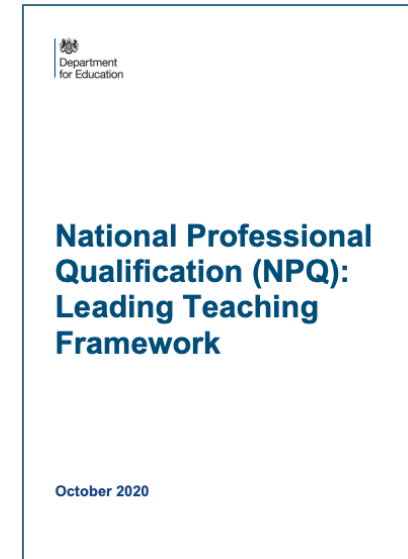
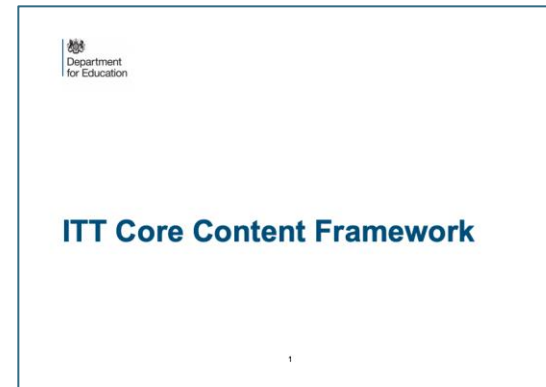
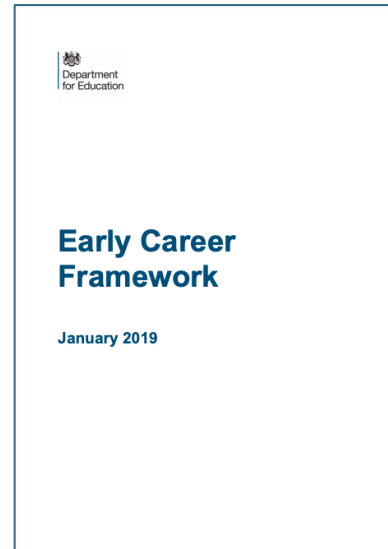
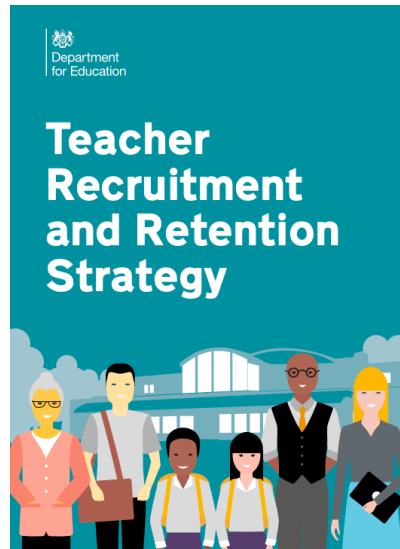


# An entitlement of support for ECTs

- One third (32.3%) of NQTs who qualified in 2016 left the profession within five years (Foster, 2019)
- We know that high-quality teachers are the most important in-school factor affecting pupil outcomes (Great Teaching Toolkit, 2020)
- Research shows a strong correlation between working conditions (school leadership, support, training and progression), job satisfaction and intention to stay in the profession (Sims, 2020)

# What is the Early Career Framework?

- A step-change in support for early career teachers (ECTs)
- Part of a suite of initiatives born out of the government's recruitment and retention strategy (2019)





Teachers enter the profession **motivated** by the chance to change lives. We must **harness** that motivation and ensure that careers in teaching are **attractive, sustainable and rewarding**.

This must begin with the right **foundations**. At the centre of this strategy is the most significant reform to teaching in a generation – the introduction of the **Early Career Framework** (ECF).

The framework will underpin a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality development.



*Teacher Recruitment and Retention Strategy, Department for Education, January 2019*

# Intended Impact

ECTs develop more quickly and more consistently into expert teachers

- Higher quality teaching and learning for young people
- Improved outcomes for pupils
- Improved wellbeing for ECTs

ECTs have a positive, supportive experience at the beginning of their career

- More likely to remain in the profession
- Increased retention
- Reduced recruitment needs

A cohort of highly skilled Mentors in our schools

- Permeates the school culture
- Great places to work
- Developmental cultures

Regular quality dialogue between teachers

- Promotes reflective practice
- Shared attitudes of striving to continually improve
- Professional support networks

Practitioner engagement with research

- Greater understanding of what works in education
- Improved classroom practice
- Better outcomes for pupils

# Intended Impact

If we could achieve all of the points on the previous slide, what do you think the impact would be for:

ECTs

Schools in your community

Pupils in your community

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# Intended impact of the Programme

If we could achieve all of the points on the previous slide, what do you think the impact would be for:

- ECTs
- Schools in your community
- Pupils in your community



# Summary

- Context – teacher recruitment crisis & teacher workload issue
- Early Career Framework published January 2020
- Early Roll Out (2020 – 2 years)
- Expansion (2020 – 1 year)
- National Roll Out (2021 – 2 years)

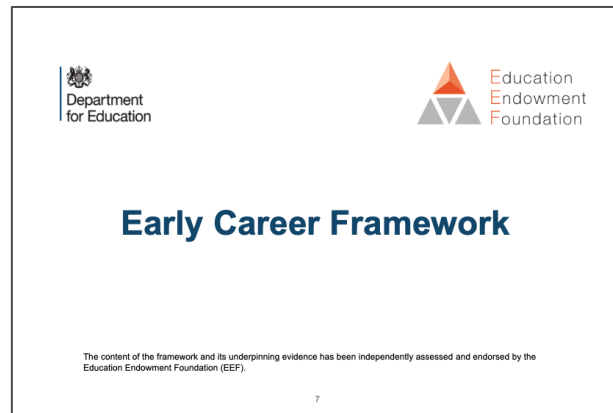
# What is the ECF?

# The Early Career Framework

- The document DfE funded, two-year package of structured training and guidance for early career teachers (ECTs) and mentors
- Informed by the best available research
- Parity of experience
- From September 21, all ECTs were expected to complete an ECF programme to become fully qualified.
- It is a mandatory
- The training starts at the beginning of a teacher's first year in teaching and continues throughout the following year.
- Not an assessment tool

# What is the ECF?

- Based on the Early Career Framework statements ‘Learn that..’ and ‘Learn how to...’ drawn from the best available research evidence



## Assessment (Standard 6 – Make accurate and productive use of assessment)

Learn that...	Learn how to...
<p>6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.</p> <p>6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</p> <p>6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p>6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p> <p>6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</p> <p>6.6 Over time, feedback should support pupils to monitor and regulate their own learning.</p> <p>6.7 Working with colleagues to identify efficient approaches to assessment is important;</p>	<p><b>Avoid common assessment pitfalls, by:</b></p> <p>6a. <i>Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</i></p> <p>6b. <i>Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</i></p> <p>6c. <i>Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</i></p> <p><b>Check prior knowledge and understanding during lessons, by:</b></p> <p>6d. <i>Using assessments to check for prior knowledge and pre-existing misconceptions.</i></p> <p>6e. <i>Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</i></p> <p>6f. <i>Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</i></p> <p>6g. <i>Monitoring pupil work during lessons, including checking for misconceptions.</i></p>

\*Excluding Expansion

# Who is involved?

- **Early Career Teachers:** Previously NQTs. Now ECTs for 2 years.
- **Mentors:** In-school mentor for ECT to **support** and **develop** them through the programme based on the Early Career Framework.
- **Induction Tutor:** In-school induction tutor responsible for assessing ECT against teaching standards. (Discrete from mentor but might be the same person...)
- **Delivery Partner:** Teaching school hubs, academy group... schools join via a DP
- **Facilitator:** Employed by the DP to deliver live training sessions (may also have another role).
- **Education Development Trust:** An not-for-profit education organisation. One of the Lead Providers of the ECF. We provide all of the content and training materials.
- **Appropriate Bodies:** (LA, TSH, Others) – Monitor support (ensure ECF-based induction), Monitor assessment (as before).

# How is the Early Career Framework designed?

- 5 core areas presented in 8 sections
- Best available evidence presented in 'Learn that' and 'Learn how to' statements

Core Area	Section	
Behaviour Management	1	High Expectations
	7	Managing Behaviour
Pedagogy	2	How Pupils Learn
	4	Classroom Practice
	5	Adaptive Teaching
Curriculum	3	Subject & Curriculum
Assessment	6	Assessment
Professional Behaviours	8	Professional Behaviours

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# How the ECF becomes the ECPDP

DFE/ EEF

- Created the ECF

Lead Providers

- Built statements into a curriculum
- Created their programmes (ECPDP)

DPs

- Chose/choose a Lead Provider



# The golden thread

The ECF and NPQ programmes are crucial to completing the DfE's golden thread of professional development for teachers



# Key Points to note

- ECF-based training is part of an ECT's induction
- First time mentor support
- ECTs cannot fail their ECF-based training
- Not assessment framework

# Summary

- Department for Education 2 year funded Programme for ECTs and mentors
- A programme based on the DfE's **Early Career Framework**: a robust evidence base which sets out what early career teachers should learn (*learn that and learn how statements*)
- Step-change in support for Early Career Teachers (ECTs)
- Schools work with local Delivery Partners
- Delivery Partners work with Education Development Trust
- First cohort finished in 2023

# Scenarios

Think of a challenge you are facing  
5 mins – make notes



# Questions?

Please complete the feedback survey



# Our Early Career Professional Development Programme

## Aligned to the DfE Standards for Professional Development:

- Focused on improving and evaluating pupil outcomes
- Underpinned by robust evidence and expertise
- Includes collaboration and expert challenge
- Sustained over time

DfE, 2016

## Features of effective professional development

**Is content focused** – intentional focus on teaching strategies and supports learning within the participating teachers' classroom context

**Incorporates active learning** – engages the teachers in designing and trying out teaching strategies

**Supports collaboration** – creates a space for teachers to share ideas and collaborate in their learning

**Uses models of effective practice** - Curricular models and modeling of instruction provide teachers with a clear vision of what best practices look like – includes videos, lesson plans, exemplars of good practice.

**Provides coaching & expert support** - involves sharing of expertise about content and evidence-based practices focused directly on teachers' individual needs

**Offers feedback and reflection** - Built-in time for teachers to think about, receive input on and make changes to practice by facilitating reflection and soliciting feedback.

**Is of sustained duration** - provides adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes to their practice.

Learning Policy Institute, 2017

# New statutory induction from 2021

- Early career teacher (ECT) replaces newly qualified teacher (NQT)
- Standard period for induction increased to two years
- Additional 5% off timetable for ECTs in year two
- All schools must offer two-year programme of support based on the Early Career Framework
- **Your school has chosen to work with a local Delivery Partner on Education Development Trust's Early Career Professional Development Programme**