



# EARLY CAREER FRAMEWORK

## SESSION OUTLINE | PROGRAMME INDUCTION

| TITLE   | TIMING  |
|---|---------|
| WProgramme Induction<br>Explains the programme, the ECF & introduces teachers to aspects of self-regulation<br><b>8b, 8c, 8d, 8e, 8o, 8p, 8.7</b> | 4 hours |

### OUTCOMES

To understand:

- The important role teachers play in pupils' lives.
- The role professional development can play in teacher development.
- What the key programme components are.
- How the teacher will work over the course of the programme.
- The role self-regulation plays in teachers' professional development.

### THE BIGGER PICTURE

This is training to ensure teachers are set up to be successful on the programme. This training is intended to be an asynchronous, online webinar and associated activities. Teachers are intended to access it alongside the Kick-off Conference.

Teachers will come to the launch conference having been exposed to key knowledge from the ITT Core Framework. They will also have completed their training year and be able to reflect on their development as part of initial teacher training.

This session plays an important role in setting up for teachers to be successful across the year. The programme aims to develop teachers. To do so best, this session will help them understand why they are being developed, how development can support them to keep getting better and how they can get the most from the entitlement provided by the Early Career Framework.

## SUGGESTED THREAD AND ACTIVITIES

### 1-10 minutes: Welcome

Use this time to introduce yourself and welcome the teachers. This section might include an opportunity to explain ways of working on the programme and key values that will be utilised throughout training.

### 10-25 minutes: The impact of teachers

- 1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- 1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- 1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
- 1.6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.

This time can be used to consider the role that teachers play in affecting and improving the wellbeing, motivation and behaviour of pupils. For example see [this](#) on teacher expectations, [this](#) on pupil wellbeing, [this](#) on pupil motivation and [this](#) on pupil behaviour.

It can also be used to highlight the impact of teachers on pupil outcomes and life chance of pupils in the short- and long-term, drawing on [the EEF toolkit](#) of effective teacher approaches, and studies of teacher impact in [England](#) and the [USA](#).

### 25-35 minutes: Teacher development & the Early Career Framework

- 8.1. Effective professional development is likely to be sustained over time and involve expert support or coaching and opportunities for collaboration.
- 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- 8.7. Engaging in high quality professional development can help teachers to improve.
- 8a. Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8d. Engaging critically with research and discussing evidence with colleagues.
- 8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This section should emphasise the importance of professional development and the entitlement provided to teachers as part of the [Early Career Framework](#).

This section could draw upon research about [the features of effective professional development](#) and how these relate to [teacher job satisfaction](#) allowing teachers to reflect on their own experience of professional development as part of Initial Teacher Training.

### 35-45 minutes: Programme components & effective professional development

- 8.1. Effective professional development is likely to be sustained over time and involve expert support or coaching and opportunities for collaboration.
- 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- 8.7. Engaging in high quality professional development can help teachers to improve.
- 8a. Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8d. Engaging critically with research and discussing evidence with colleagues.
- 8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This section should introduce teachers to the key programme components. This could be an opportunity to explain each of the programme components and show teachers what they will look like.

In addition to the importance of teacher critical engagement with research in the 'study' component, and the importance of mentoring in the **research on effective professional development** discussed in the last section, highlight the research about the effectiveness of instructional coaching on teacher behaviour change and pupil outcomes **here** and **here**.

#### 45-60 minutes: Self-regulation

- 4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- 8.1. Effective professional development is likely to be sustained over time and involve expert support or coaching and opportunities for collaboration.
- 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- 8.7. Engaging in high quality professional development can help teachers to improve.
- 8a. Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8d. Engaging critically with research and discussing evidence with colleagues.
- 8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This section might be used to define **self-regulation** and make the link between the important role that self-regulation can play in **effective teacher development**. Exemplification can be used to help bring to life what is meant by self-regulation and how it might look across the year in relation to drawing on the elements of the programme to improve teaching.

#### 60-240 minutes: Application, reflection, action planning and next steps

- 4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
- 8.1. Effective professional development is likely to be sustained over time and involve expert support or coaching and opportunities for collaboration.
- 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- 8.3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships.
- 8.7. Engaging in high quality professional development can help teachers to improve.
- 8a. Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8d. Engaging critically with research and discussing evidence with colleagues.
- 8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

This section is to provide teachers with time to apply their learning and reflect on key programme components. Teachers can be given resources that are present on the programme to help to begin to habituate how they will work on a weekly and then fortnightly basis, applying their learning from the session.

As part of their reflection, teachers might be given the opportunity to read the programme handbooks and reflect on their previous experiences engaging in professional development. They might be given the opportunity to connect their reflections and begin to consider where they might need further support. Teachers can then be encouraged to apply their reflections and learning in their setting in the coming weeks.

### ECF 'LEARN THAT...' COVERED

- 1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
- 1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
- 1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
- 1.6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.
- 4.1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning
- 8.1. Effective professional development is likely to be sustained over time and involve expert support or coaching and opportunities for collaboration.
- 8.2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.
- 8.3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships.
- 8.7. Engaging in high quality professional development can help teachers to improve.

### ECF 'LEARN HOW TO...' COVERED

- 8a. Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.
- 8c. Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.
- 8d. Engaging critically with research and discussing evidence with colleagues.
- 8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.

## SESSION PREPARATION AND LOGISTICS

| AREA                                     | REQUIREMENTS   |
|--|--|
| Session type and length                  | 4-hour asynchronous webinar  |
| Groupings                                | No limit (online)  |
| Room set-up                              | N/A  |
| Printing Specifications                  | None   |
| Materials                                | <ul style="list-style-type: none"> <li>– Recorded webinar</li> <li>– Reading and reflection materials</li> </ul> |
| Pre-session activities for participants  | N/A  |
| Post-session activities for participants | – Any reflection/planning needed in preparation for the year   |
| Facilitator pre-session preparation      | N/A  |