

Annual Regional Conference: Induction and Learning Conference (Part 1)

1.5 hours

How to use this overview

This training session outline details what must be covered. All references to how this might be delivered are optional.

The Early Career Professional Development Programme begins with an Induction and Learning Conference. It is suggested that this will be delivered online and is divided into two parts. This is the training session outline for Part 1 only. A separate training session overview is provided for Part 2, but these might form 2 halves of one 3-hour session. Importantly, the Induction and Learning Conference precedes the 5 first-year Early Career Framework modules that underpin the 2-year Early Career Professional Development Programme.

This conference aims to introduce the Early Career Teacher (ECT) to both the Early Career Framework (ECF) and the Early Career Professional Development Programme. The intention is that this conference provides an appropriate basis upon which to build a shared understanding of the ECF for all future sessions.

Preparation for the facilitator

You should familiarise yourself with the *Programme Handbook* and the *Early Career Framework*. Ensure you read about the mentoring approach.

It is recommended that this session be delivered through an online platform (e.g. Moodle Collaborate). A face-to-face conference would also be an effective mode of delivery.

Preparation for the ECTs

ECTs should read through the first five sections of the *Programme Handbook*.

A short pre-conference task could be set ahead of the session:

Speak to at least 5 teachers in your educational setting. Ask them about their experiences of the first 3 years in teaching. Observe the opportunities, challenges and solutions that they describe.

Learning Intentions for this session

The annual regional conference (Part 1) will enable the ECT to learn:

- what the Early Career Framework is and how it supports the Early Career Teachers' needs and existing teaching commitments
- features of the UCL Early Career Teacher Consortium's approach
- how the programme is structured, including sequence, modules and sessions
- how to develop and sustain a positive professional learning relationship with their mentor
- how to identify potential challenges to becoming a successful ECT

Learning acts to support the following ECF statements: 8.1, 8.2, 8.3, 8.7, 8a, 8b, 8c, 8d, and 8e.

The ECT will learn that:

- 8.1** Effective professional development is likely to be sustained over time, 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 with colleagues.
- 8.7** Engaging in high-quality professional development can help teachers improve.

The ECT will learn how to develop as a professional, by:

- 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.
- 8b** Strengthening pedagogical and subject knowledge by participating in wider networks.
- 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.

Introduction

This conference provides an important introduction to the ECF and is positioned at the start of the 2-year period.

The session has been structured in a similar way to the ECT/Mentor sessions to enable familiarity with this format/language for ECTs.

The training will need to cover

The delivery of the Early Career Framework through the UCL Early Career Teacher Consortium programme. Timings below are suggestions only.

Review 20 mins

The Early Career Teacher (ECT) will have already learnt from the *Programme Handbook* that the ECF underpins an entitlement to a fully-funded, 2-year package of structured training and support for early career teachers linked to best available research evidence and additionally, that the ECF builds on and complements ITT.

You will need to check that the ECT understands:

- the entitlement that UCL Early Career Teacher Consortium programme provides
- in basic terms, how the programme is structured
- the ways in which the programme works is embedded within the ECT's professional practice, rather than being additional workload
- the underlying principles of the programme

This review section, like all subsequent review points, establishes the principle that ECTs will be at different points in their learning journey even though they might be at the same point in their careers. The review section allows time to establish where the ECTs are in relation to previous learning and importantly, their self-directed study.

Plan/Theory to Practice 1 hour

You will need to review the organisational elements of the programme, including:

- the structuring of the sequence, modules and sessions
- the structuring of the self-directed study materials, ECT/Mentor meeting and other opportunities for learning (e.g. professional learning community)
- explicit understanding of how the ECF relates to the standards and modules
- how learning is designed under 2 types of content: (i) *Learn that...* and (ii) *Learn how to...*

You might:

- provide time for the ECTs to consider the challenges they may face over the next year drawing on the pre-conference task, if used
- examine the role of the mentor with the ECTs. There will probably be a range of experiences of mentoring across the cohort
- consider what might be the factors that build an excellent relationship with their mentors, drawing out some of the points from *Programme Handbook*
- use the following questions to structure this section:
(a) What does the ECF mean for the ECT in practice?

(b) What are the potential challenges for the ECT in Year 1 and/or the first term of Year 1 and how might these be overcome?

(c) How will you optimise the relationship with your mentor?

You could use the following table for reflection/discussion

Aims for a successful Year 1 of my ECT programme	Potential challenges I may face	Possible solutions to overcome the challenges
Think here about what you have learnt about your professional practice from your prior experiences and what you want to achieve. Will you be able to be an expert teacher and what does this mean?	You will possibly have faced challenges before that may/may not be addressed. Consider these and any new challenges you anticipate.	Draw on past experience, conversations with others, reading, etc., to find solutions here.
1.		
2.		
3.		

Next Steps 10 mins

You might encourage the ECTs to capture their learning from the first part of the conference. You could include the following, for example:

- How will the ECF support you in your first 2 years as an ECT?
- Identify key points about the UCL Early Career Teacher Consortium's approach
- How is learning structured through the development programme?
- Identify 3 ways that you might ensure that you contribute in a positive way to develop and sustain a positive professional learning relationship with your mentor
- What steps do you need to take now to ensure that you are able to optimise the opportunities within the 2-year development programme and alleviate any potential challenges?