

Regional Conference: Induction and Learning Conference (Part 2)

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 in 2 parts although, as stated in the Part 1 outline, these could be delivered as 2 halves of a 3-hour conference. This is the training session outline for Part 2 only.

Preparation for the facilitator

(See notes below requiring the use of break-out facilitators)

It is suggested that for this session, there should be access for the ECTs to online break-out rooms through a relevant online platform (e.g. Moodle Collaborate) and each break-out room will be facilitated by a break-out facilitator. These will be induction tutors and/or experienced middle or senior leaders who have familiarity with the ECF as well as school contexts.

You will need to consider the groupings carefully. The settings will be dependent on the cluster composition (e.g. primary, secondary, special school) *or* where cluster composition is broadly homogenous, these could be subject specialists or key stage sub-groups etc. The aim is to provide the ECT with an understanding of how the ECF will be contextualised appropriately throughout the 2-year period. This session will be enhanced through careful allocation of ECTs to break-out rooms, and through ensuring the break-out facilitators are familiar with the specific composition of their group. No one should feel that their own context was not specifically addressed. This will be a challenge for large clusters, but is essential to address prior to the break-out group setting ahead of the session.

You will need to familiarise yourself fully with the online platform if you choose this delivery mode.

Preparation for the ECTs

None required.

Learning Intentions for this session

The annual regional conference (Part 2) will enable the ECT to:

- learn how the Early Career Framework will be adapted for their school type, phase, subject, etc.
- learn how the 2-year package of structured training supports their journey to becoming expert teachers
- develop initial learning to underpin more specific study of 8.1, 8.2, 8.3, 8.7, 8a, 8b, 8c, 8d, 8e (as described in Part 1)

Introduction

You should use the second part of the conference to complete the introduction to the Early Career Professional Development Programme. This session emphasises the ways in which the generic nature of the ECF is contextualised for the ECT.

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

The training will need to cover

How the Early Career Framework will be adapted for the ECTs' school type, phase, subject, etc., and how the 2-year package of structured training supports the ECTs' journey to becoming expert teachers. Timings below are suggestions only.

Review 20 mins

You will need to check the ECTs' understanding of:

- the perceived differences between the student teacher and the early-career teacher
- the role of the ECF as supportive structured training

Plan/Theory to Practice 1 hour

You will need to explain the ways that the ECF is contextualised for the ECT through:

- all ECF content (e.g. *all learn that...* and *learn how to...* statements) being addressed through explicit reference to the ECTs context
- contextual references being made through self-directed study materials that requires tasks that refer to *your context*
- mentors being within the same school structure as the ECT and familiar with the affordances and challenges of the educational setting including specific school characteristics, relevant school, local and national policy landscape, socio-economic factors, etc.

This could be an opportunity for the break-out facilitators to outline the features of the school type to those ECTs in similar settings. You will need to make sure the break-out facilitator allows sufficient time to respond to any emerging questions from the ECTs. As emphasised in the preparation for facilitators/break-out facilitators, no one should feel that their setting did not receive explicit reference and discussion.

You could use a blend between, for example:

- traditional facilitator-led discussion
- question and answer (perhaps making use of the online tools to do this, if appropriate)
- modelling effective questioning techniques for the ECT to deepen thinking about the school context further

The ECF aims to build on Initial Teacher Training to become the cornerstone of a successful career in teaching. This section of the session allows ECTs now employed in a specific educational setting to think through the implications of this. Earlier experiences will probably have made the ECTs familiar with the demands of their subject specialism, school phase, etc.

You might use the following questions to structure this section:

- (a) How is the ECF realised for the ECT in a contextualised and relevant way?
- (b) What are the features of being an ECT in my school?
- (c) What does a successful teacher in my setting do?

To be a successful teacher in my school setting, I will need to address:

-
-

Identify ways in which you are part of a professional learning community and how this might be able to support you in your development to become a successful ECT:

-
-

Next Steps 10 mins

You might encourage ECTs to capture their learning from the second part of the conference.

Remind the ECTs that they will have a self-directed study session online ahead of their next mentor session.