



Early Career Framework

Thank you for joining us – the webinar will begin at 2pm

Funded by



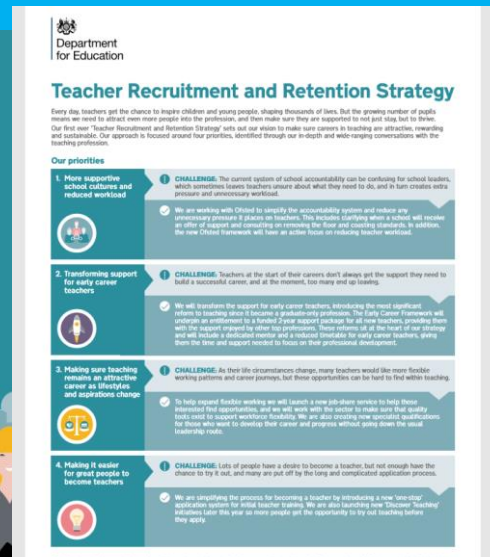
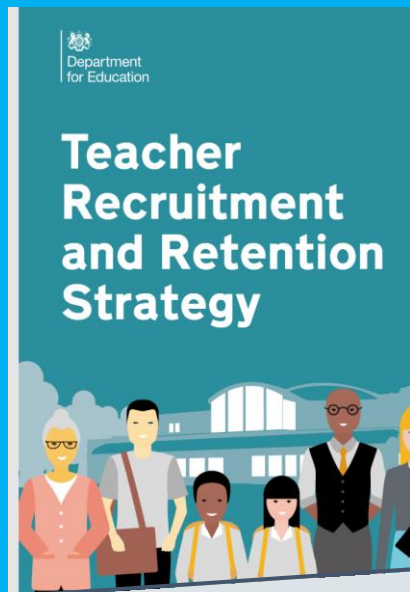
Department
for Education



Welcome and agenda

- Early Career Framework
- What does it mean for you?
- UCL Consortium provision
- Q&A

Background



2. Transforming support for early career teachers

! **CHALLENGE:** Teachers at the start of their careers don't always get the support they need to build a successful career, and at the moment, too many end up leaving.

✓ We will transform the support for early career teachers, introducing the most significant reform to teaching since it became a graduate-only profession. The Early Career Framework will underpin an entitlement to a funded 2-year support package for all new teachers, providing them with the support enjoyed by other top professions. These reforms sit at the heart of our strategy and will include a dedicated mentor and a reduced timetable for early career teachers, giving them the time and support needed to focus on their professional development.

Rationale for the ECF

- Consultation with wide range of education stakeholders
- Compared with other professions, teachers' early career development and support stops too soon
- Confidence and expertise will help with retention
- Schools need accessible and affordable materials for the framework to be viable
- High quality mentoring is fundamental for supporting new teachers

The Early Career Framework

The ECF was designed with an expert advisory group to support early career teacher development. It sets out what early career teachers will be entitled to:

LEARN ABOUT

LEARN HOW TO DO

It includes sections on:

Behaviour
management



Pedagogy



Professional
behaviours



Assessment



Curriculum

Curricula and training providers

Schools will be able to choose from a range of training providers.
These providers have been selected through a DfE procurement process.

Ambition Institute

**Education
Development Trust**

Teach First

**UCL Institute of Education
Consortium**

(involving NETSP, Manchester Metropolitan
University, Oldham Research School and
Doncaster Research School)

Providers will produce and deliver training through a range of regional partners.

Early roll out areas

Greater Manchester	Opportunity North East (ONE) area	South and West Yorkshire
<ul style="list-style-type: none"> • Bolton • Bury • Oldham • Rochdale • Stockport • Salford • Manchester City Council • Tameside • Trafford • Wigan 	<ul style="list-style-type: none"> • Darlington • Durham • Gateshead • Hartlepool • Middlesbrough • Northumberland • North Tyneside • Newcastle • Redcar and Cleveland • South Tyneside • Sunderland • Stockton on Tees 	<ul style="list-style-type: none"> • Bradford • Doncaster

Timescale

Early roll out
September 2020



National roll out
scheduled for
September 2021

What does it mean for you?

Funded by



NETSP
North East **Teaching**
Schools Partnership

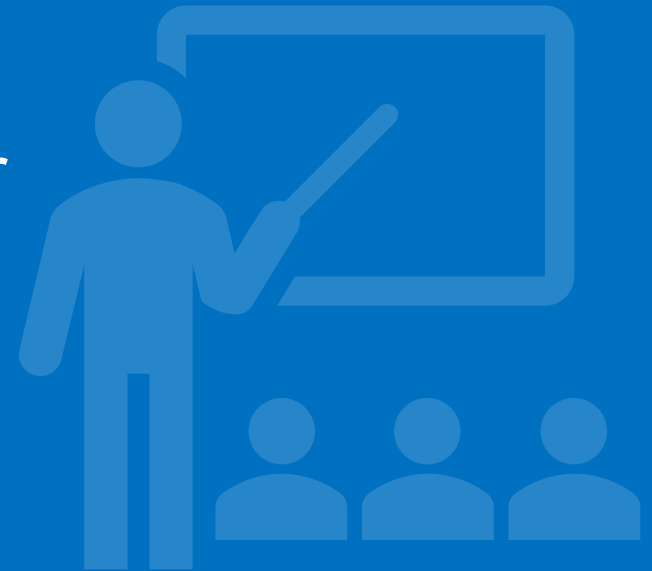


Newcastle
University

The Early Career Framework

For NQTs

- Support for teachers' early career development
- Increased confidence and expertise
- Provision of accessible materials
- High quality mentoring



The Early Career Framework

For Mentors

- Support for teachers' early career development
- Provision of accessible materials
- Development of high quality mentoring



The Early Career Framework

For School

- Retention of staff through increased confidence and expertise. A return on your investment.
- Provision of accessible and affordable materials – this is a fully funded programme.
- High quality materials informed by latest research for NQTs and Mentors – ensuring consistency
- IMPACT on pupil progress.



START with the END IN MIND

Funded by



NETSP
North East Teaching
Schools Partnership



“It is teaching quality that has the biggest impact on pupil outcomes: the Early Career Framework will support teachers, as well as their pupils, to realise their potential.”

Becky Francis,
CEO of the Education Endowment Foundation

Joanne Maw -Head Teacher's perspective

Joanne Maw is the Head Teacher at Sandhill View academy in Sunderland and has trialled the UCL Consortium's Early Career Framework at her school. She talks about why her school will be adopting the programme, and the benefits of materials written by practitioners and underpinned by research from some of the country's top universities.

<https://www.youtube.com/watch?v=bwZyshIPFTA&t=4s>

UCL Consortium provision

Funded by



NETSP
North East **Teaching**
Schools Partnership



UCL Early Career Teacher Consortium

- Three world-leading universities
 - UCL Institute of Education (IOE)
 - Newcastle University
 - Manchester Metropolitan University
- Schools at the forefront of excellence in teacher training
- North East Teaching Schools Partnership
- Doncaster Research School
- Greetland Academy Trust

Who are we?

- Newcastle University School of Education Communication and Language Sciences
- The Academy at Shotton Hall
- Carmel College
- Prince Bishop's Teaching School Alliance
- Emmanuel College
- Sacred Heart Catholic High School
- Holy Trinity C of E Primary School
- St John Vianney RC Primary School
- Whitley Bay High School
- St Thomas More Catholic School Blaydon

Why the UCL Early Career Teacher Consortium?

A brand new professional development pathway for early career teachers and their mentors.

- Knowledge-based
- Drawn from expert theory and practice
- Learning embedded in practice, not an additional burden
- Flexible
- Inquiry-based
- Located near you

Why the UCL Early Career Teacher Consortium?

Adaptability

Are the materials suitable for all ECTs regardless of prior experience and ability?

Yes, with mentor's support, materials can be tweaked to meet the needs of the ECT

Does the content work for all ECTs regardless of subject, phase or context?

Yes we felt it did this very well

Overview Year 1 Curriculum

Five Modules:

- **Module 1 Enabling pupil learning**
Standard 1 (High expectations) and Standard 7 (Managing behaviour)
- **Module 2 Engaging pupils in learning**
Standard 2 (How pupils learn) and Standard 3 (Subject and curriculum)
- **Module 3 Developing quality pedagogy**
Standard 4 (Classroom practice) and Standard 5 (Adaptive teaching)
- **Module 4 Making productive use of assessment**
Standard 6 (Assessment)
- **Module 5 Fulfilling professional responsibilities**
Standard 8 (Professional behaviours)



Guiding Principles

- The use of a spiral curriculum model within the programme supports teachers to revisit aspects of the ECF over time as their conceptual and practical learning develops, such that they can both deepen and contextualise their understanding of the ECF as they progress. (Supporting the concept of interleaving)
- Year 2 takes an Inquiry approach. Through enquiry, ECTs will revisit and deepen the technical knowledge embodied in the ECF.
- They will strengthen their capacity for reflection on and enquiry into their practice as a foundation skill that will underpin their ongoing development throughout their teaching career.
- The sequencing of the programme in this way targets the capacities and needs of the ECTs as they develop over time.

Module overview

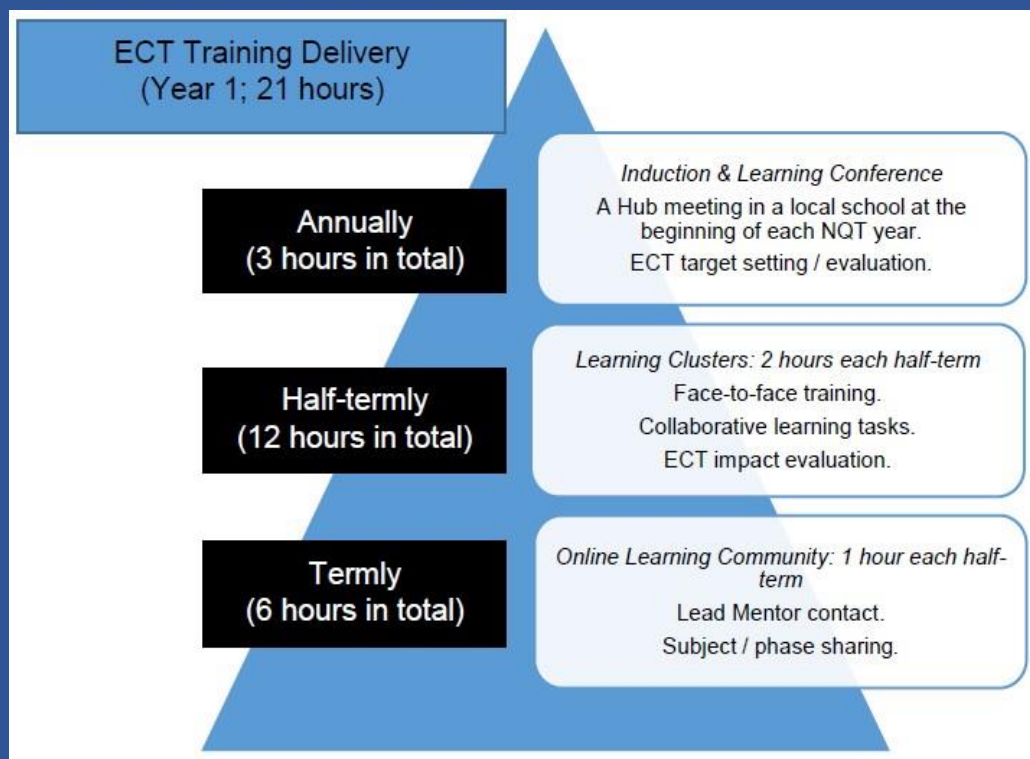
Weekly
Guided Self-directed Study
for ECT
Mentor Meeting

Half termly
Cluster based training for
ECTs

Half termly
Online training for ECTs

Half termly
Professional Progress
Review

Professional Learning for ECTs



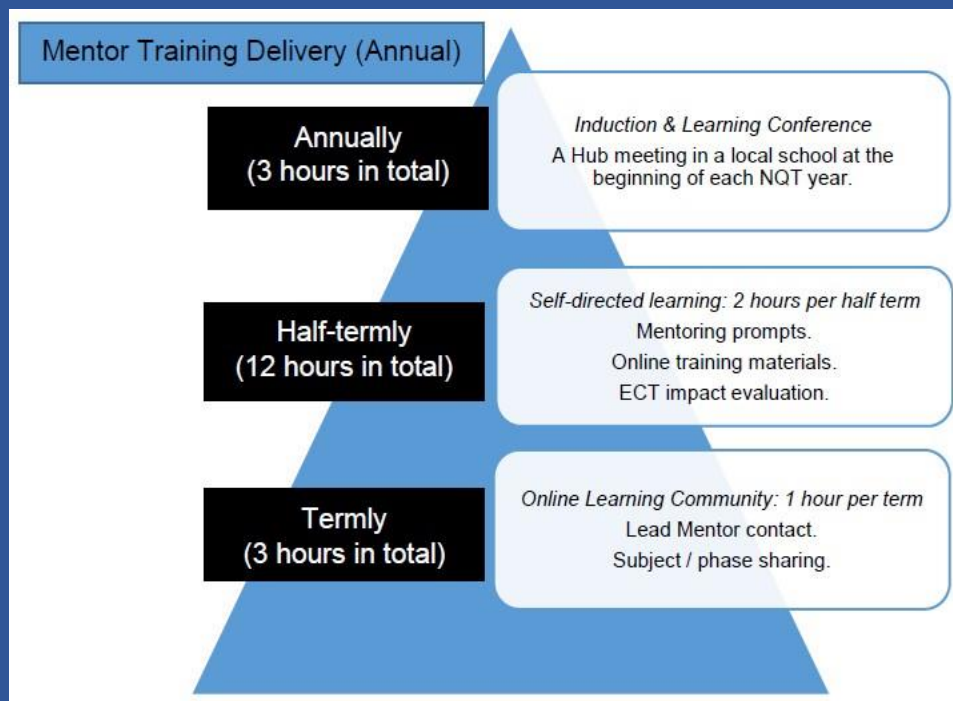
“Having supported NQTs across a range of ages and settings, I truly believe that the UCL Institute of Education Consortium programme will have a significant impact on the development of both Early Career Teachers and their mentors.

The package can be adapted to meet the specific areas of need of individual NQTs and offers a range of CPD opportunities that schools can realistically manage.

The two-year programme is grounded in research, presented in an easy to access format that avoids overburdening teachers at a crucial time in their careers and, of course, their mentors who are the key to their success.”

Chris Peacock, Deputy Director of Teaching School, The Academy at Shotton Hall

Professional Learning for Mentors



Professional Learning for Mentors

Our programme will:

- ✓ help mentors to understand the rationale and content of the five themed modules
- ✓ enable mentors to develop a deep understanding of each of the standards and the interconnection between them
- ✓ provide mentors with access to research and professional materials and evidence of effective mentoring and coaching
- ✓ enable mentors to provide tailored support for ECTs

“The materials engaged the NQTs and, as a result, prompted some really in-depth and professional dialogue.”

User testing comment,
First school, Northumberland

Ben Connor - a Mentor's Perspective

Ben Connor is both a mentor for early career teachers in Carmel College in Darlington, and one of the authors of the Early Career Framework. He offers his perspective on how the UCL consortium's programme was written to add value to mentors and newly qualified teachers.

https://www.youtube.com/watch?v=Z_oO9_k19B0

Q&A

Next steps:

- Consider whether you want to be part of the early roll out
- Contact us if you want to discuss further
- Register interest with a provider



To find out more about our programme and to register your interest:

- netsp@newcastle.ac.uk
- www.netsp.co.uk/ECF

Thank you for joining us

To find out more about our programme and
to register your interest:

- netsp@newcastle.ac.uk
- www.netsp.co.uk/ECF