

Overview of the Core Induction Programme presented by Education Development Trust

Over our carefully sequenced two-year Programme, Early Career Teachers (ECTs) will:

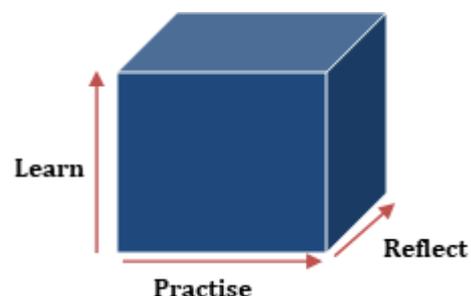
- build a strong understanding of the content of the Early Career Framework
- explore the evidence behind education research and implications for classroom teachers
- develop their teaching through practical ideas and exemplifications of the research in practice
- reflect on their development, identify areas of strength and areas for improvement supported by a fully trained Mentor
- engage in collaborative learning, sharing of best practice and expert challenge with a community of other Early Career Teachers

Across the two years, ECTs will work through 12 Blocks in total, one per half term. Each Block has been designed based on international best practice of effective professional development, and includes:

- **Self-Directed Study Materials:** Interactive self-study materials that explain the research behind the Early Career Framework and give exemplifications of what this looks like in the classroom. There is also protected time in Year 1 as part of these materials to observe colleagues and to be observed.
- **Mentor Sessions:** One-to-one sessions to help ECTs translate the research into their own practice and reflect on their learning and development.
- **Training Sessions:** Group sessions, delivered either online or face-to-face, for ECTs to explore the Early Career Framework with their peers. These sessions will be facilitated by an expert practitioner who will extend ECTs' thinking and support their planning by sharing practical applications of the research in the classroom.

Each Block provides ECTs with the time to:

- **Learn** the content from the Early Career Framework
- Put the learning into **practice** with suggestions for classroom practice
- **Reflect** on their professional and personal development.



Our materials are designed to work for all Early Career Teachers regardless of subject, phase or context. Exemplars have been drawn from a wide range of specialisms and phases and chosen specifically for their relatability. Even if ECTs do not teach pupils at the particular stage the example refers to, the point being demonstrated will still be clearly relevant.

The sequence

The Blocks have been carefully constructed so that over the two years ECTs will cover all statements in the Early Career Framework. The sequence builds from foundational to mastery, providing opportunities to revisit key themes and increasing in levels of complexity and depth as appropriate to ECTs' expanding experience.

Each Block starts with a 'why this, why now?' summary, which states the purpose of the Block and sets it in the context of ECTs' experience, understanding and confidence.

Many aspects of the Early Career Framework are interconnected (for example, quality assessment is not entirely distinct from quality planning or curriculum design). While we have maintained a specific deep focus for each Block, so that ECTs have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas. This encourages the Mentors and trainers to support the contextualisation and inter-linking as well.

Our sequence is designed based on best practice of interleaving and spaced practice for knowledge retention and recall. Each Block in Year 1 is revisited and developed in Year 2. This gives ECTs the opportunity to build on the learning from Year 1 as well as identify and recognise, through the support of their Mentor, the extent to which they have mastered each aspect. Together with their Mentor, ECTs will celebrate successes, recognise areas of expertise and identify further areas and opportunities for development.

Well-being and workload

Throughout the Blocks we offer suggestions, drawn from the Early Career Framework, where workload can be reduced and well-being enhanced. The self-directed study materials are designed to take into consideration ECTs' busy professional and personal lives, and so can be accessed online at any time to support flexible learning and professional development.

The DfE upholds that the most effective actions to reduce workload are those that encourage better teaching. Each Block is designed to support ECTs in improving their practice through:

- focusing on the priorities
- ensuring these are supported by evidence
- making the best use of their time

This strengthened induction will not add to ECTs' workload and it will be delivered entirely within their timetable reduction:

- working with their Mentor, who will support the ECT on an individual basis
- developing strategies to support the ECT in establishing a sustainable and manageable work-life balance
- learning strategies to support the ECT in taking control of their own workload