



DfE-funded provider led training route

In partnership with Education Development Trust



Early Career Professional Development Programme



**Northern
Lights**
TEACHING SCHOOL HUB

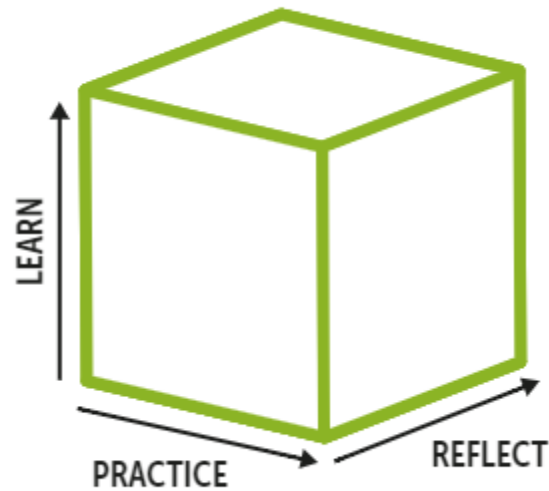
The Programme – an example!

Year 1	
Block 1	Establishing a positive climate for learning
Block 2	How pupils learn: memory and cognition
Block 3	Developing effective classroom practice: teaching and adapting
Block 4	The importance of subject and curriculum knowledge
Block 5	Assessment, feedback and questioning
Block 6	A people profession

Year 2	
Block 7	Embedding a positive culture for learning
Block 8	How pupils learn: making it stick
Block 9	Enhancing classroom practice: grouping and tailoring
Block 10	Revisiting the importance of subject and curriculum knowledge
Block 11	Deepening assessment, feedback and questioning
Block 12	Continuing your professional development

- Blocks in year 2 **build on the foundations** encountered in year 1 to **develop mastery** in these crucial areas of practice.

Blocks of Learning



Why do we call them Blocks?

Our learning approach and delivery schedule ensure every topic is covered by the three dimensions of development, just like a “block”. This supports ECTs to **learn** the theory, put the theory into **practice**, and **reflect** on personal and professional development.

Further details of the content of each Block can be found in our Programme Sequence.

The online platform

The online platform enables the journey through the Programme, providing access to **self-study materials, webinars, and book training sessions.**

Session 4.4 Uncovering pupils' misconceptions

The intended ECF statement outcomes of this session are for Early Career Teachers to:

Learn that:

Learn how to:

- Key questions:
- What are common misconceptions in
 - What should they do to uncover these

Suggested activities and discussion points

1. Reflect on actions

Invite the ECT to share what they have actioned recently, how it went and what they are continuing to work on.

Some prompts:

- How did it go?
- What would you do the same / differently next time?

Tip: You could use IRIS Connect to review c

2. Interview a colleague

Your ECT should interview a colleague about common misconceptions in their subject or phase.

They should find out what common misconceptions are in their subject or phase and how they can uncover and address them.

30 minutes

Handout 4.4

Encourage the ECT to be specific and focus on a small number of themes.

3. Techniques to encourage pupils to share emerging misconceptions

Discuss techniques for the ECT to try in the classroom to:

- Uncover misconceptions
- Make their classroom a safe space for pupils to express confusion or make mistakes.

Generate ideas for what the ECT can do if they uncover a misconception.

Tip: Share strategies from your own classroom.

15 minutes

**Connection and context:
Bringing research and expertise
to your role as Mentor**

NO ONE IS TO BLAME; EVERYONE IS RESPONSIBLE

- Educators are rarely trained to be evidence informed

- The most powerful question:

- 'Where's the evidence for this?'

- Then:

- 'How do we know this is working?'

- Evidence informed, not evidence based

What do we mean by lesson structure?

Everything you think about when planning lessons

The aims or
objectives of
your lesson

How you
position this
lesson in a
sequence

How you
introduce
new material

The activities
you choose

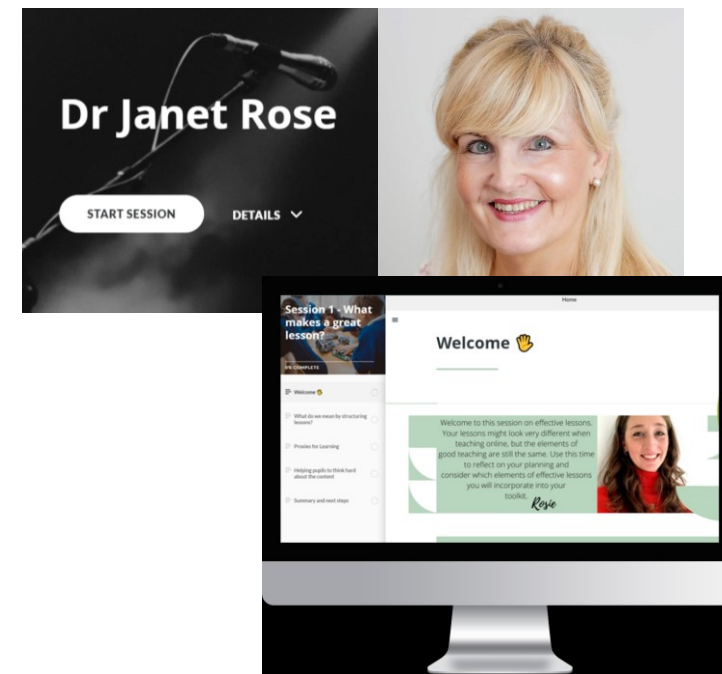
How pupils
will work (on
their own / in
a group)

Timing and
pacing
throughout
the lesson

















How you will
assess
learning

How you will
adapt your
teaching /
scaffold


















How you
demonstrate
high
expectations



Amjad Ali is a teacher, trainer, TEDx speaker and Senior Leader, who has spent his teaching career working in challenging, diverse schools. He is a practising SENCO and trained as an Advanced Skills Teacher in Teaching and Learning. Amjad has delivered CPD to all sectors in education, sharing 'what works' in an engaging and easy to understand format.

		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
ECT	Regional Training							11 HRS
	Local group sessions 3 HRS EACH							12 HRS
	Webinars 1 HR EACH							7 HRS
	Self study							31 HRS
		Weekly mentor sessions			Fortnightly mentor sessions			

MENTOR

Year 1			Year 2			HOURS
TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
Regional Training 5 HRS EACH						5 HRS
Local group sessions 3 HRS EACH						6 HRS
Peer-to-peer 1 HR EACH						10 HRS
Webinars 1 HR EACH						10 HRS
Reading and reflection						5 HRS

Did you know...

In the 'Explore' section of the EDT online Dashboard you can find the following:

- Podcasts
- Blogs
- Subject and Specialist Associations
- Event and session recordings – e.g. 'Making the programme work for EYFS' or 'Difficult coaching sessions' (20-minute session)
- Wellbeing support

And lots more!

Early Career Framework reforms: funding summary

All state funded schools offering statutory induction will receive additional funding to deliver the early career framework reforms. This includes:

- Funding for 5% off timetable in the second year of induction for all early career teachers
- Funding for time for mentors to spend with early career teachers in the second year of induction

We have developed a simple payment mechanism to ensure there will be a low administrative burden on the schools to claim the funding. A single payment will be paid in the summer term of the second year of induction, based on how many second year early career teachers in participating schools commenced each term in that academic year. This data will be collected through the school workforce census.

How the funding is calculated

- Funding for the 5% time off timetable in the second year of induction is calculated by taking the average salary for an early career teacher, split by region, and uses the hourly rate to calculate a total funding figure
- Funding for the time mentors are to spend with ECTs is calculated in the same way as the above to reimburse state schools for a further 20 hours of time off timetable

ECT funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£1,200	£1,500	£1,400	£1,300

Mentor funding (Y2)	England (exc. London areas)	Inner London areas	Outer London areas	Fringe areas
	£900	£1,100	£1,000	£900

Additional Funding

Schools can choose to work with one of 6 providers accredited by the Department for Education who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors. This programme is funded by the Department for Education (DfE). Providers will be paid directly so schools will not face any payment burdens. There will be additional funding for schools using a provider-led programme for the time mentors of early career teachers will spend on the provider-led mentor training. This will consist of 36 hours of backfill time over two years per mentor. Funding for this programme is in addition to the funding above related to time off timetable for early career teachers and their mentors. Payments for this will be paid directly to schools in the same way as funding for 5% time of timetable for mentors and ECTs, meaning it is grant funded in arrears based on data collections over the period.

Questions ?



Keep in touch...

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