



Evidence-Informed Practice: Early Career Teacher programme

Supporting teachers beyond their NQT year.

This is an innovative evidence and practice informed early career development programme, supporting teachers to further develop their classroom practice and leadership within and beyond the classroom.

This programme is co-designed and facilitated by UCL Institute of Education and Teaching School partners to enable teachers to succeed in their early career development.

Programme Details

Who can apply?

This programme is for teachers beyond their NQT year.

The programme will help participants to:

- Trial research-informed teaching and learning approaches in their classrooms
- Develop tools to critically evaluate the impact of these approaches
- Enhance their confidence as teachers through collaboration with colleagues in and across local schools
- Reflect on and debate the way they teach
- Develop leadership awareness within and beyond their classrooms
- Deepen their 'practice wisdom' - the learning from experience which is critical to the next stage of their development.



Fees

£250 per person

Registration

Email Janet Roberts, Teaching School Director (CPD and School Support) at janetroberts@lgs.slough.sch.uk

Session Dates

Dates will be confirmed at the start of the Autumn Term 2020. The proposed start date is late November.

All sessions will run 2-5pm

Programme Overview

Collaborative learning and joint practice development is at the heart of the **Early Career Teacher** programme. Face to face sessions combine bursts of theory with practical activity. These sessions are interspersed with enquiry projects carried out in school which enable participants to apply learning from the sessions into their leadership practice.

Participants explore five research themes from these examples: *what we know about good pedagogy, leadership beyond my classroom, assessment for learning and teaching, how best to group pupils, active learning, behaviour for learning, creativity, teacher talk and pupil talk, learner-driven learning, differentiation, learning about learning, growth mindset, and the learning environment.*



EnquiryCycle ©UCL IOE LCLL

The Enquiry Cycle

The learning that is acquired in the sessions is developed during the following half term, so each cycle will consist of:

- Input of theory from research
- Planning to activate the theory
- Designing an enquiry
- Gathering evidence of impact from the classroom
- Sharing the learning with others.

The programme is spaced evenly through the year across five half-day sessions, ensuring that professional learning matures into professional development.

All sessions are facilitated by programme leaders and associates from UCL Institute of Education, London Centre for Leadership in Learning.

