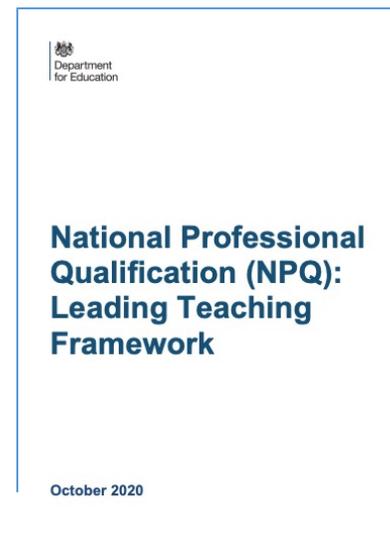
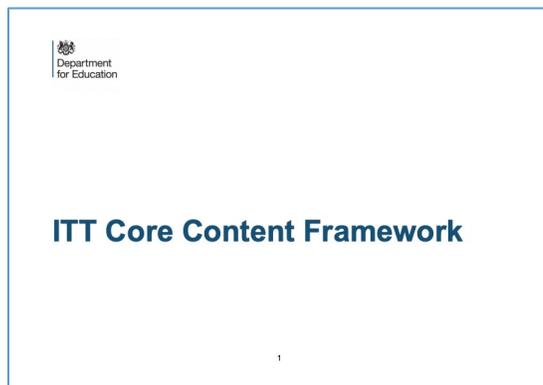
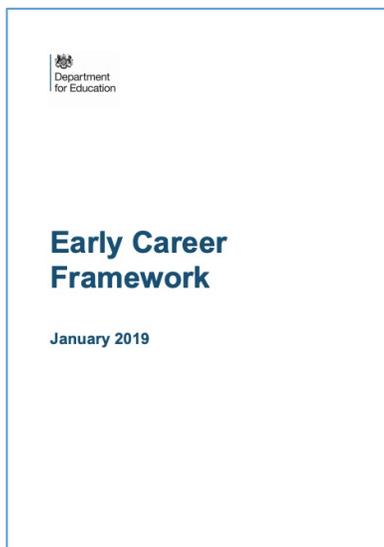
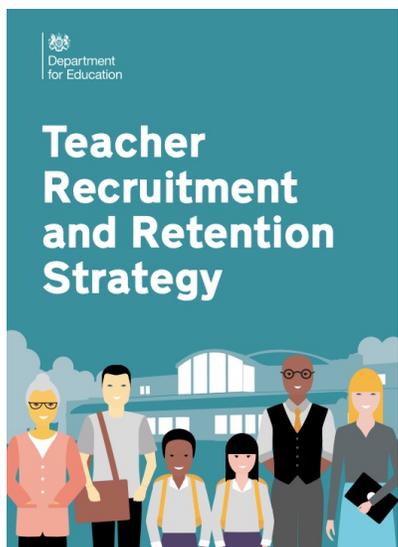


# ECT Mentor briefing



- A step-change in support for early career teachers (ECTs)
- Part of a suite of initiatives born out of the government's recruitment and retention strategy (2019); a two year, fully funded package of structured training and support
- A recognition that it is teachers in classrooms that improve schools and outcomes – and that teachers need support and a clear and consistent professional development framework



# Who is involved?

- **Education Development Trust (EDT):** An not-for-profit education organisation. One of the Lead Providers of the ECF. They provide all of the content and training materials.
- **Delivery Partner (DP):** Teaching school hubs, academy group... schools join via a DP. Camden is one – for EDT.
- **Facilitator:** Employed by the DP to deliver live training sessions (may also have another role).
- **Early Career Teachers:** Previously NQTs. Now ECTs for 2 years.
- **Mentors:** In-school mentor for ECT to **support** and **develop** them through the programme based on the Early Career Framework.
- **Induction Tutor:** In-school induction tutor responsible for **assessing** ECT against teaching standards. (Discrete from mentor but might be the same person...)
- **Appropriate Bodies:** (LA, TSH, Others) – Monitor support (ensure ECF-based induction), Monitor assessment (as before).

# Important messages

- The Early Career Framework **is not** and should not be used as an assessment framework
- ECTs continue to be assessed against the Teachers' Standards - Induction tutor role
- The Early Career Professional Development Programme is designed to be progressive and developmental, allowing ECTs to build their skills over time
- The Early Career Framework is a generic framework; facilitators and mentors play a central role in adapting the programme for ECTs and making it work in their setting, for their phase.

# What's inside the Early Career Framework?

- 5 core areas presented in 8 sections
- Best available evidence presented in 'Learn that' and 'Learn how to' statements

Core Area	Section	
Behaviour Management	1	High Expectations
	7	Managing Behaviour
Pedagogy	2	How Pupils Learn
	4	Classroom Practice
	5	Adaptive Teaching
Curriculum	3	Subject & Curriculum
Assessment	6	Assessment
Professional Behaviours	8	Professional Behaviours

Assessment (Standard 6 – Make accurate and productive use of assessment)	
Learn that...	Learn how to...
<p>6.1 Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</p> <p>6.2 Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.</p> <p>6.3 Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.</p> <p>6.4 To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.</p> <p>6.5 High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</p> <p>6.6 Over time, feedback should support pupils to monitor and regulate their own learning.</p> <p>6.7 Working with colleagues to identify efficient approaches to assessment is important;</p>	<p><b>Avoid common assessment pitfalls, by:</b></p> <p>6a. Planning formative assessment tasks linked to lesson objectives and thinking ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps).</p> <p>6b. Drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments (e.g. appreciating that assessments draw inferences about learning from performance).</p> <p>6c. Choosing, where possible, externally validated materials, used in controlled conditions when required to make summative assessments.</p> <p><b>Check prior knowledge and understanding during lessons, by:</b></p> <p>6d. Using assessments to check for prior knowledge and pre-existing misconceptions.</p> <p>6e. Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions).</p> <p>6f. Prompting pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.</p> <p>6g. Monitoring pupil work during lessons, including checking for misconceptions.</p>



# • What are the components of the ECPDP?



Self-directed  
study materials\*



Mentor sessions



Local training  
sessions



Regional  
sessions



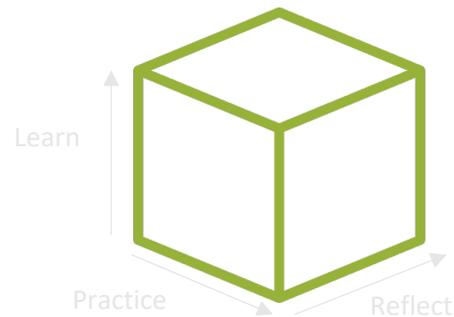
Webinars



Peer-to-peer  
support\*\*

# Blocks

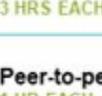
- In our Programme, all of the statements from the Early Career Framework have been organised into modules, called **Blocks**
- Each Block is designed to last 6 – 7 weeks
- Blocks in corresponding half-terms in year 1 and year 2 cover similar themes but deepen and extend ECTs' thinking in line with their increasing experience

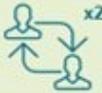


Year 1	
Block 1	Establishing a positive climate for learning
Block 2	How pupils learn: memory & cognition
Block 3	Developing effective classroom practice: teaching & adapting
Block 4	The importance of subject & curriculum knowledge
Block 5	Assessment, feedback & questioning
Block 6	A people profession

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

# Our Early Career Professional Development Programme

ECT	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
	<b>Regional Training</b>  5 HRS  6 HRS						
<b>Local group sessions</b> 3 HRS EACH     							12 HRS
<b>Webinars</b> 1 HR EACH  x2     							7 HRS
<b>Self study</b>    							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	
	<b>Regional Training</b> 5 HRS EACH 						
<b>Local group sessions</b> 3 HRS EACH  							6 HRS
<b>Peer-to-peer</b> 1 HR EACH  x2  x2   x2  x2 							10 HRS
<b>Webinars</b> 1 HR EACH  x2  x2   x2  x2 							10 HRS
<b>Reading and reflection</b>    							5 HRS
	3 HRS			2 HRS			

# Your role

- Key
- Shift ...
- Coaching and support; developmental
- Ideally your whole school will move to this model - improve not prove
- There is a lot of managing both your and your ECT's self study
- Very on-point!
- No additional funding - for the role or time needed
- *“Your manager should allocate the time and resources for you to be able to take part on the training and the time spent mentoring. This school has a responsibility to ensure that your workload is reasonable and have regard for your wellbeing.” NEU website*
- Consider doing the FREE new NPQ in '[Leading Teacher Development](#)' that we will be launching in November



# 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: 3.4  
Learn how to: 2d, 2e, 2g, 3e

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.

Tip: You could use IRIS Connect to review

Some prompts:

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

#### 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

#### 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

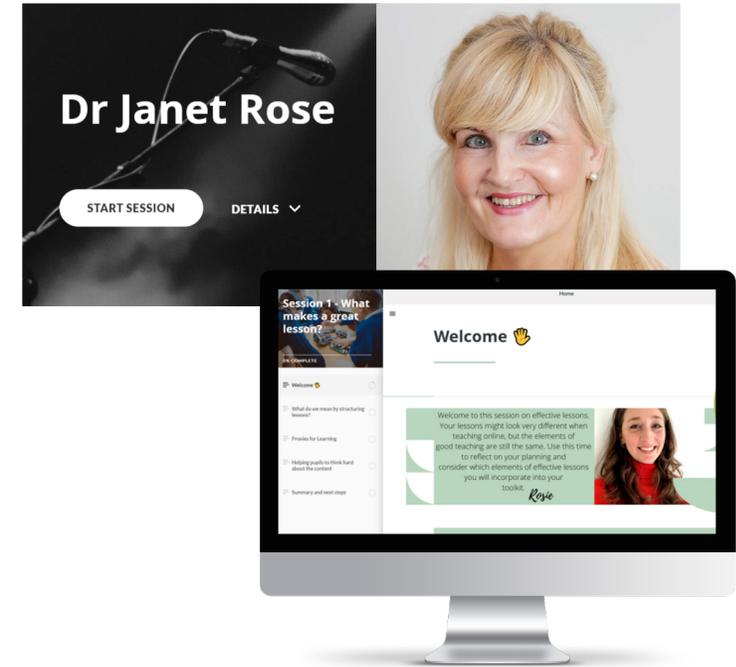
## NO ONE IS TO BLAME; EVERYONE IS RESPONSIBLE

- 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

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

## What do we mean by lesson structure?

Everything you think about when planning lessons



**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.

quick 1-page summary for mentors' first session with their ECT

## Session 1.1 Understanding your role in establishing positive behaviour

The intended EDF statement outcomes of this session are for early career teachers to:

Learn that: 1.4, 7.1      Learn how to: 7c, 7d, 7e, 7f

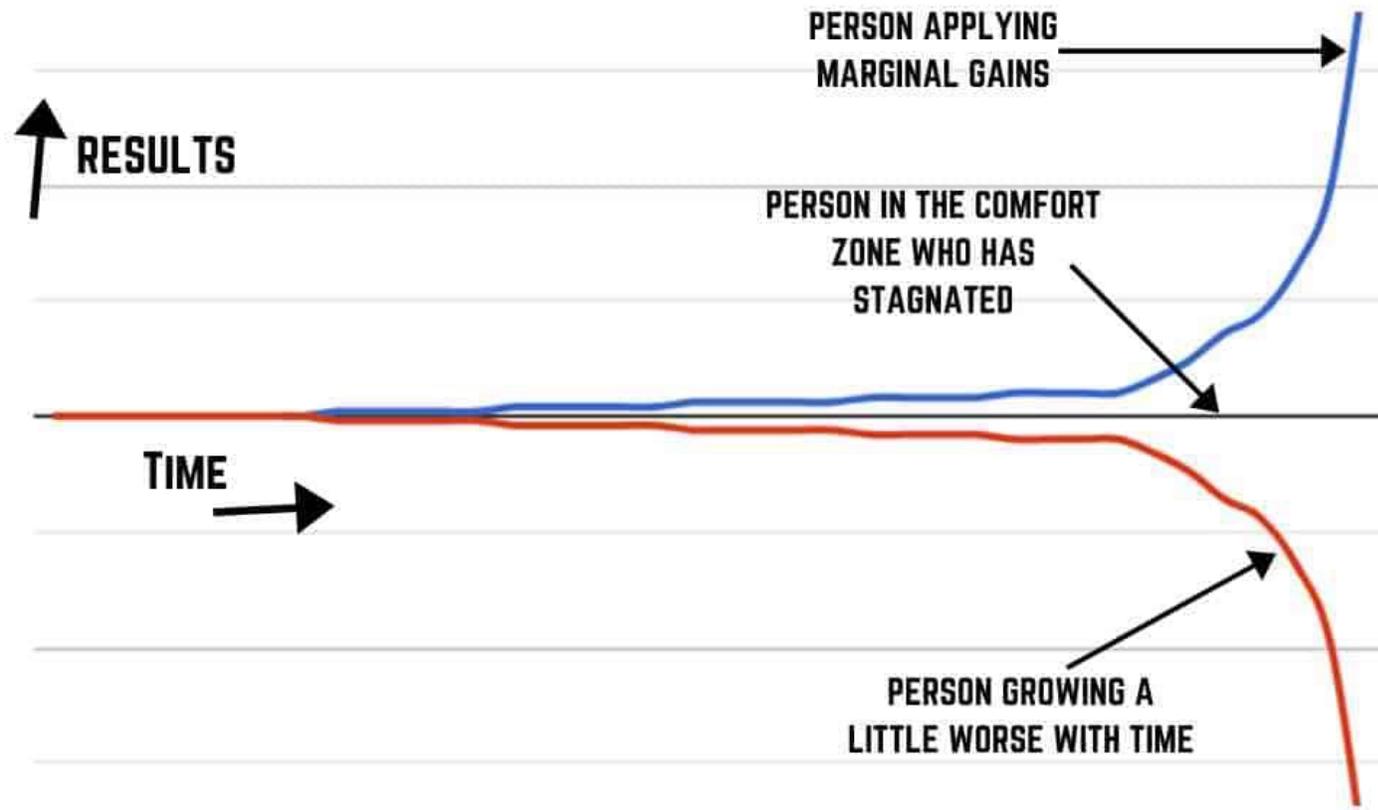
**Key questions:**

- How can ECTs positively reinforce desired behaviours?
- What are clear instructions and why do they matter?



Suggested activities and discussion points	Time & resources	Instructional Coaching
<p><b>1. Review the 'Understanding the evidence' section from the self-directed study materials</b></p> <p>Invite your ECT to share their reflections and questions.</p> <p>Use prompt questions to facilitate discussion:</p> <ul style="list-style-type: none"> <li>Why is it important to create a predictable learning environment?</li> <li>How can the climate for learning support good pupil behaviour?</li> </ul>	20 minutes	<p><b>Identify</b></p> <p>Areas your ECT understood and areas where they need support.</p>
<p><b>2. Using positive reinforcement</b></p> <p><b>Discussion Prompt:</b> How can you use positive reinforcement to support behaviour?</p> <p>Work together to re-write statements to focus on behaviour you want to see.</p> <p>1) I can't hear silence. 2) Stop talking. 3) I don't see you doing your work.</p>	5 minutes	<p><b>Learn</b></p> <p>How to make small changes in language to positively reinforce behaviour.</p>
<p><b>3. Giving clear instructions</b></p> <p>Discuss with the ECT the link between clear instructions and subsequent class behaviours.</p> <p>Share some top tips on how to give short, clear, sequential instructions.</p> <p>Look at an example which models this for the ECT. You could demonstrate or use a video of a colleague or from self-study.</p> <p><b>Tip:</b> There are examples of how to adapt instructions for SEND, EYFSP and EAL students in the extended version.</p>	20 minutes	<p><b>Learn</b></p> <p>How to give clear instructions.</p>
<p><b>4. Putting it into practice</b></p> <p>Use an upcoming lesson for the ECT to script and practise giving clear instructions.</p>	10 minutes	
<p><b>5. Planning for action</b></p> <p>Help your ECT to decide on 2-3 things they will put into practice before your next session.</p> <p><b>Tip:</b> They could record themselves using IRIS Connect.</p>	5 minutes	<p><b>Improve</b></p> <p>ECT apply learning in their classroom.</p>

# Instructional coaching

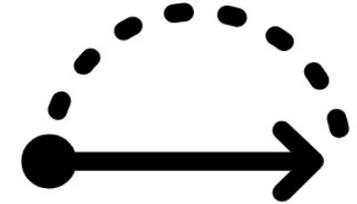


# The Balance Scale of Coaching

This is where we need  
to aim



**FACILITATIVE COACHING**  
Sounding Board



**DIRECTIVE COACHING**  
Novice-Expert Relationship

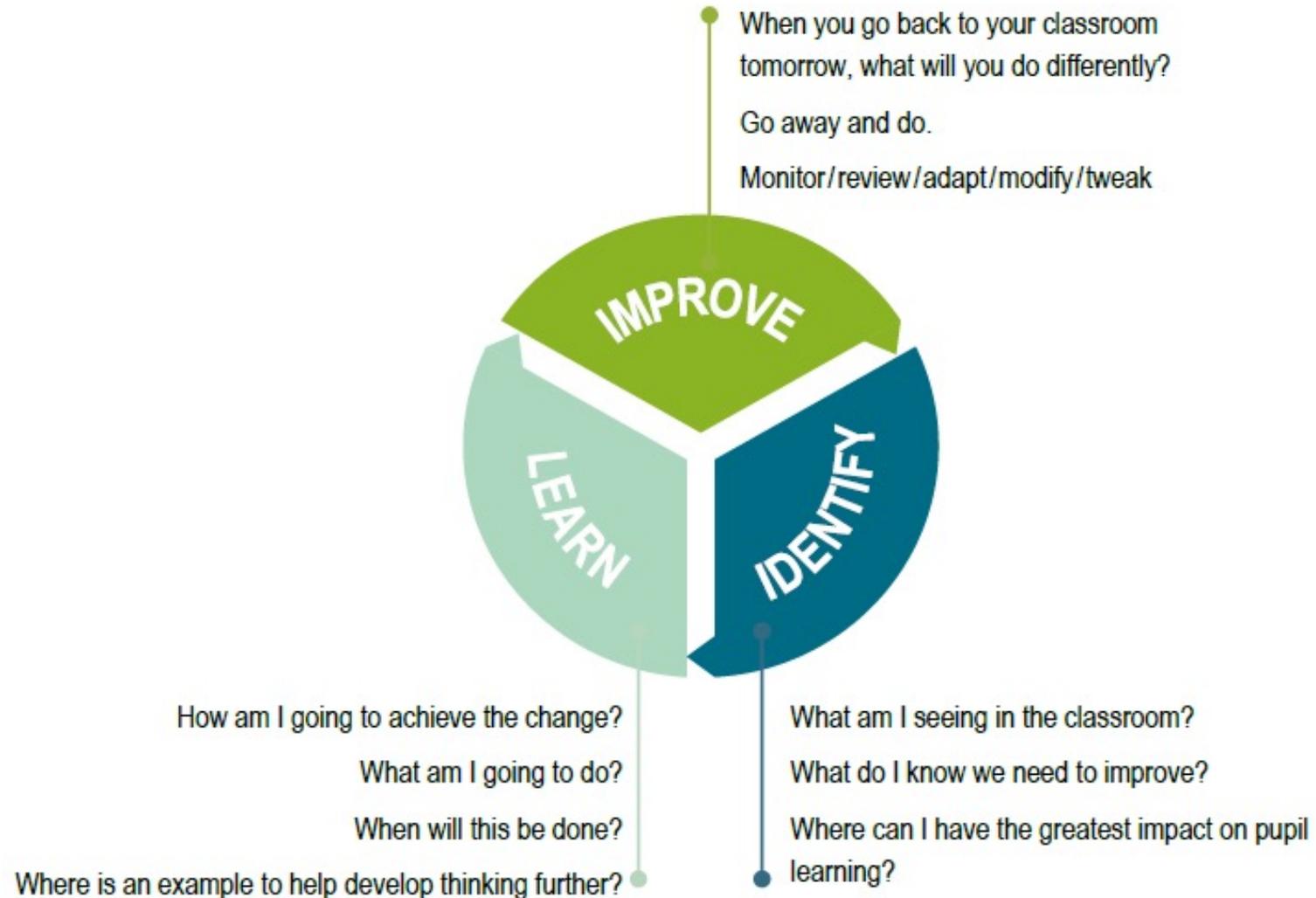


High ECT  
autonomy

Low ECT  
autonomy

Jim Knight, *The Impact Cycle* (2018)

# Instructional coaching



# What happens next?

- Make sure your induction teacher registered with DfE and then they must register your name and your ECT
- Talk to your SLT about time and timetabling. Coaching session weekly or fortnightly including 'drop in' observations
- **Monday 6<sup>th</sup> Sept** – platform and programme goes live!
- Make a note of your first training : **16<sup>th</sup> September**. Either 9-12 live or 3-5 by zoom (TBC) . Lots of this will be repeated/developed
- Start to build relationship with ECT
- Be ready for a lot of communication in the first week of term!
- Might want to do some summer reading?!

Any questions?