

Briefing for leaders involved in ECT employment and induction

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Agenda

Information regarding registration and training for ECT induction September 2023-2025 cohorts (including mid-year starters)

Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.

DfE guidance September 2023

Induction for early career teachers (England)

**Statutory guidance for appropriate
bodies, headteachers, school staff and
governing bodies**

Revised April 2023

To come into force on 1 September 2023

- [Induction for early career teachers \(England\)](https://publishing.service.gov.uk)
publishing.service.gov.uk

Registration of ECTs

- The registration of ECTs is through the DfE portal. This is now open for ECTs to be registered and mentors to be matched.
- Please ensure the TRN information is correct as this matches the DFE to training records helping induction to be recognised by the assessment route and training provider.

Early Career Teacher Induction Overview

The ECT Induction must include entitlement to statutory training **and** assessment through an Appropriate Body.

1. A two-year **training programme** based on the Early Career Framework
 - The Early Career Framework is **not** a framework for assessment. ECTs must not be assessed against:
 - the knowledge, skills and working habits described in the ECF policy document
 - on the activities or assignments from their ECF-based training
 - ECTs can use documentation from ECF-based training to help prove they have met the teachers' standards, but they cannot fail any part of their ECF-based training
2. A two-year **induction assessment** through an **Appropriate Body** that monitors an ECT's progress against the **Teachers' Standards**.

Training Programme – no change ✓

Hampshire continue to offer the same training programme through Ambition Institute.

This is a two year programme covering the Early Career Framework – **no assessment.**

Training - expectations

Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

(DfE guidance 2023)

Hampshire Align & ECF



The ECT Align option provides schools with access to the national programme. Working in partnership with Ambition Institute, HIAS staff will deliver the Early Career Teacher Programme. This statutory training for ECTs, drawing on the Early Career Framework, provides a programme that includes manageable, carefully selected self-study and practice materials for mentors and ECTs in school. This is delivered through an online platform and includes three one-day conference and half termly one-hour clinics. In addition, coaching sessions are offered to mentors to enable them to successfully support the ECT through induction. The programme will be delivered by phase specialists for primary and secondary.



Align

Delivering the early
career framework
for teachers

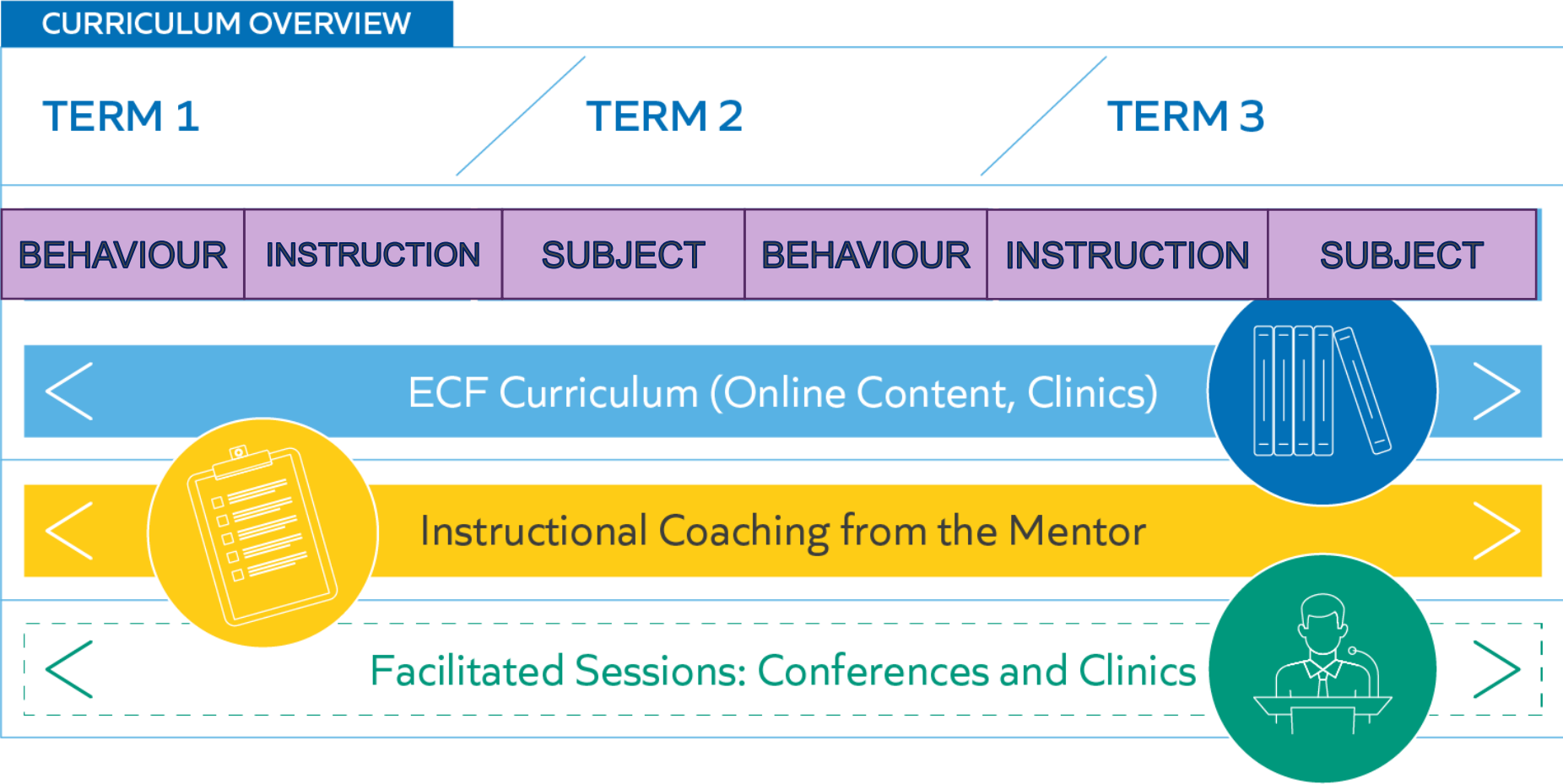
ECT Induction Tutor role

- > Ensure conditions in school enable the implementation of the programme
- > Manage and communicate with key stakeholders. Ensure all uphold professional courtesy.
- > **Assign mentors to coaches on Steplab**
- > Support mentors and teachers to engage meaningfully with the programme
- > **Track and monitor the quality of instructional coaching taking place between mentor and teacher**
- > **Track and monitor the engagement of mentors and teachers on the programme**
- > **Provide supportive accountability**
- > **Meet the school's agreement in engagement in the programme in order that it is funded**

Overview of the ECF

- Structured two year professional development to aid recruitment and retention.
- The 'early career framework' focuses on five areas:
 - behaviour management
 - pedagogy
 - curriculum
 - assessment
 - professional behaviours

Three strands of the ECT curriculum

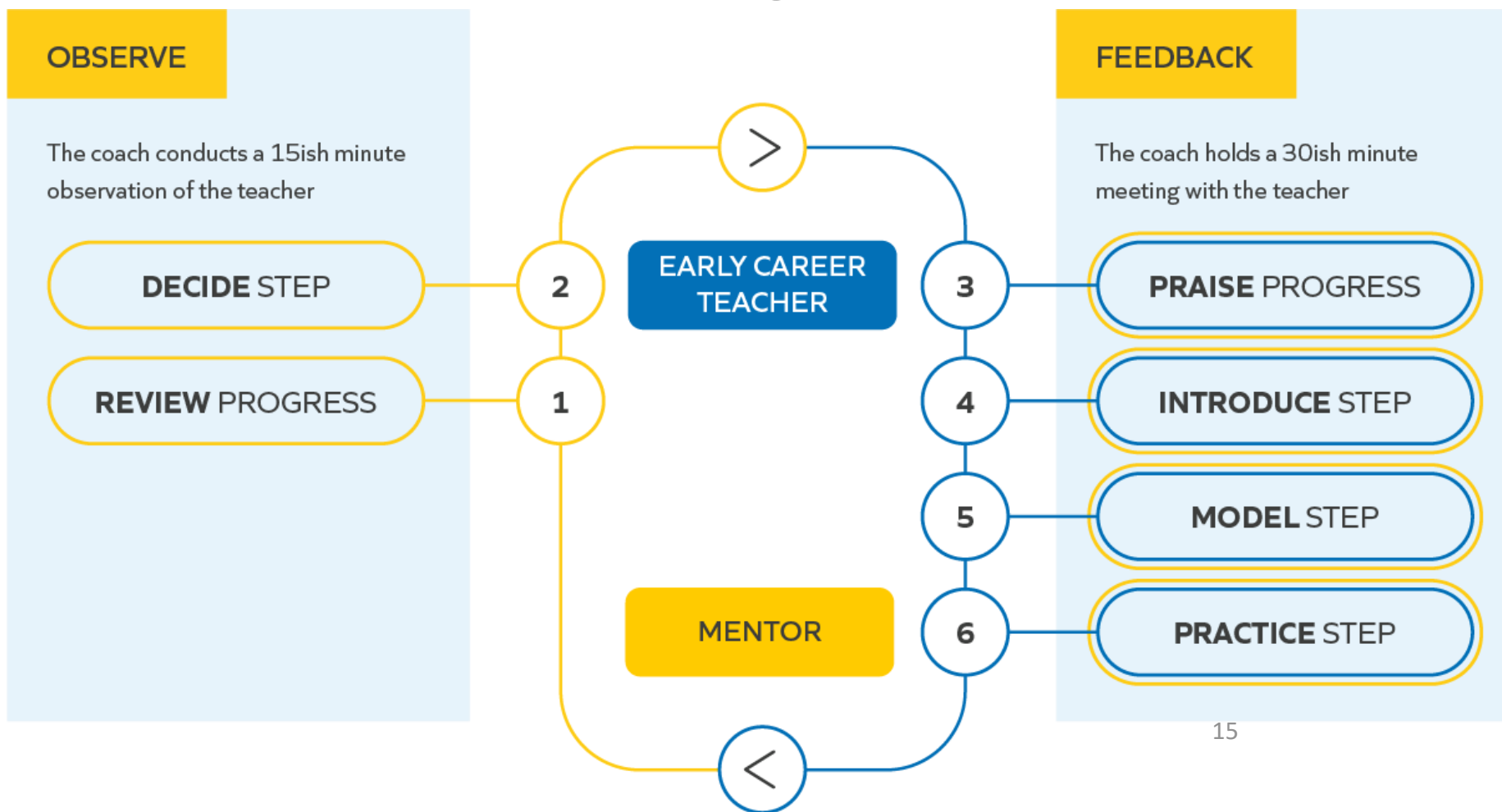


Study/Prepare to coach

Why is it important?

- > **For your teacher:** Begin to build the mental model of the Early Career Teacher.

Instructional coaching model



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Weekly activity

- Self study / prep online for mentor and ECT completed
- Observation for 15 minutes
- Follow up meeting for structured coaching conversation
- Embed in practice

Coaching Model

Ambition Institute have developed a coaching model that will be used as part of the Early Career Teachers Programme. The model has three phases, **study**, **observe** and **feedback**. Based on Steplab, the model will guide mentors through the coaching process. It will support mentors by scaffolding each step supporting mentors to make the instructional coaching sessions as effective as possible, as well as ensuring that the session is linked to the weekly focus of the programme.

The first phase of the model is **'study'**. In this phase the mentor will read the evidence summary and watch the video, hosted on Steplab, in order to understand the focus of the module.

The second phase is **'observe'**. During this phase the mentor will observe your teacher for 15 minutes. During the observation, guided by Steplab, the mentor will review the action step form the previous week. If it has not been met, this can again form the basis of the instructional coaching session. If it has, the mentor can decide to move on to the new module focus. Here, they will select an action step and plan a model for the teachers to watch.

The final stage of the model is **'feedback'**. During this step the mentor meets with their teacher, preferably in their classroom where they:

- Provide feedback on their previous target
- Share their new target
- Share the model of what the action step should look like and checks for understanding
- Support the teacher to practise the precise target, giving feedback and getting them to re-practise
- Agree and record follow up actions

Instructional Coaching Materials on Steplab

- Video instruction
- Reading
- Process explained
- Examples on video

Let's look at Steplab

Typical coaching week – Mentors

10-15 minutes* looking at online content

15 minutes prep time for coaching session (including observing ECT)

45 minutes weekly coaching session

Study

Observe and select

Feedback

Types of practice in instructional coaching

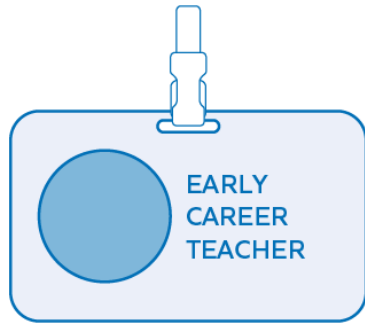
Clearly there are lots of different areas of teaching that could be the focus of an instructional coaching session to be modelled and practised. However, these can largely be broken down into two types of practice.

The first is 'performance practice' where a teacher is practising how they will deliver something to the class. This could be aspects of behaviour management, giving instructions or an explanation of a concept or task.

The second is 'task' or 'product-based' practice, where teachers are practising creating or editing a product for teaching such as an aspect of a lesson plan, the script for an explanation or a resource for the lesson such as an exit ticket.

Sometimes, the practise will use elements of both, for example, scripting and then giving some instructions for pupils. For both types of practice, the active ingredients remain the same. However, what the practise looks like does differ, particularly in the model and practise/feedback part of the meeting.

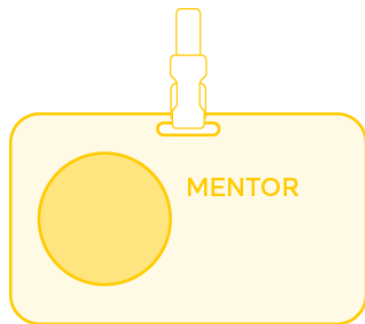
OVER THE COURSE OF A WEEK



STUDY - EARLY CAREER TEACHER

Teacher works through the module study materials:

- Watch video *10min*
- Read evidence summary *15min*
- Do quiz & reflection *15min*



OBSERVE - MENTOR

Mentor watches teacher teach for about 15min, identifying coaching target for current module, and preparing for feedback meeting

FEEDBACK

Teacher and **Mentor** meet for a 30-45min structured coaching conversation:

1. Review previous target
2. Mentor explains new target & teacher analyses and reflects on new target
3. Mentor models good practice
4. Mentor sets up practice, gives feedback, and sets up re-practice
5. Both agree next actions

EMBED

Teacher embeds new target into their teaching habits and practice



Induction Tutor Role

Check weekly engagement in study materials, observations take place, instructional coaching happens, and the action point is recorded

Mentor Role

Engage in weekly study materials, prepare for observation and coaching, give feedback in instructional coaching, record the action point, attend clinics, conferences and coaching on coaching

ECT Role

Engage in weekly study materials, prepare for observation and coaching, engage in feedback from instructional coaching, record the action point, embed, attend clinics and conferences

Conferences

One day input and facilitated sessions for mentors and separately for ECTs

Expectations modelled.

High quality delivery and materials.

Contextually relevant and practical as well as setting out the programme.

Mentor Conference

The Early Career Framework

How people learn

The Early Career Teachers programme

Instructional coaching

Reflection and planning

Mentor Clinics, ECT Clinics

One hour online sessions exploring a particular part of practice linked to the in school study materials.

Chance to network with others and compare experiences in order to deepen reflective practice.

Contextually relevant and practical as well as setting out the programme.

Coaching Sessions

One hour online session to explore instructional coaching and development of your ECT and your mentoring expertise.

Chance to network with others and compare experiences in order to deepen reflective practice.

Contextually relevant and practical as well as setting out the programme.

Onboarding – Important!

Must be completed by end of 2nd week in September – observation action steps and feedback are logged on here – it's your weekly record of ECT development and we want to help you have a smooth start

You need to match your mentors and ECTs on Steplab at the start

Contact ECT.Align@hants.gov.uk with any problems

Ensure you check inbox for email from Ambition Institute
myambition@ambition.org.uk– make sure this is not blocked for you

Professional Information

Before you start this registration form please ensure you have your Teacher Reference Number (TRN) to hand. This is a 7 digit number which appears on your QTS certificate. If you do not have a TRN or have forgotten it please follow [this guidance](#) to request one

| | |
|---|---------------------------------------|
| Salutation/Title | <input type="text" value="-None-"/> |
| First Name | <input type="text" value="REDACTED"/> |
| Last Name | <input type="text" value="REDACTED"/> |
| Preferred Name | <input type="text"/> |
| Email - Alternative | <input type="text" value="REDACTED"/> |
| School Name | <input type="text" value="REDACTED"/> |
| Home Country | <input type="text"/> |
| Home City | <input type="text"/> |
| Home number, house name and street name | <input type="text"/> |
| Home State/Province | <input type="text"/> |
| Home Postal Code | <input type="text"/> |
| Mailing Postal Code | <input type="text"/> |

Event Information

| | |
|---|-------------------------------------|
| Dietary Requirements | <input type="text" value="-None-"/> |
| Do you have access requirements | <input type="text" value="-None-"/> |
| Do you have any disabilities or impairments which would affect your ability to do the programme | <input type="text" value="-None-"/> |
| Religious Requirements | <input type="text" value="-None-"/> |
| Do you have any printing/ reading requirements? | <input type="text" value="-None-"/> |
| What is your emergency contact number? | <input type="text"/> |
| What is the name of your emergency contact? | <input type="text"/> |
| What is your relationship to your emergency contact? | <input type="text"/> |

Teacher Reference Number

Your TRN is a 7 digit number which appears on your QTS certificate. If you do not have a TRN or have forgotten it, please follow [this guidance](#) to request one.

What is your Teacher Reference Number (TRN)

Programme Information

| | |
|---|---------------------------------------|
| What phase do you teach in? | <input type="text" value="--None--"/> |
| What is your subject area? | <input type="text" value="--None--"/> |
| Are you full time or part time employed? | <input type="text" value="--None--"/> |
| What is your preferred time for online twilight sessions? | <input type="text" value="--None--"/> |
| How do you intend to travel to Face to Face training if it takes place in a city centre in your region? | <input type="text" value="--None--"/> |

Monitoring Information

While you're not obliged to disclose this data, doing so will support us in ensuring that our programmes are reaching a diverse range of educators. Our [privacy policy](#) outlines how we will look after your data but if you have any further questions, please email ECTsupport@ambition.org.uk

| | |
|--|---|
| Birthdate | <input type="text" value="DD/MM/YYYY"/> |
| Gender | <input type="text" value="--None--"/> |
| Do you identify as transgender? | <input type="text" value="--None--"/> |
| What is your sexuality? | <input type="text" value="--None--"/> |
| Do you have an impairment or disability? | <input type="text" value="--None--"/> |
| Ethnicity | <input type="text" value="--None--"/> |

We would also like to pass your details onto the Department for Education (DfE) so that they can contact you with details of other services that they provide. Do you consent to us sharing your contact details with DfE for the purposes of marketing?

When you have completed your programme:

| | |
|--|--|
| Consent - DfE Contact | When you have completed your programme: <input type="text" value="--None--"/> |
| Consent - Other Opportunities/Research | <input type="text" value="--None--"/> |

Terms and Conditions

Please read through the the document provided and confirm you understand and agree to the [terms and conditions](#).

I confirm I understand and agree to the terms and conditions

Onboarding Survey

Considering the communications you have received from Ambition Institute during the application and interview process, to what extent would you say they were:

| | |
|---|---------------------------------------|
| Clear | <input type="text" value="--None--"/> |
| Timely | <input type="text" value="--None--"/> |
| Helpful | <input type="text" value="--None--"/> |
| Relevant | <input type="text" value="--None--"/> |
| Could we have done anything differently | <input type="text"/> |

Submit Onboarding

Supporting your role

- > Online orientation
- > Moodle hosted resources
- > Steplab support
- > ECF Align
- > Team of Visiting Fellows

1

2

Keep an Overview

- > Dates and times for clinics for ECTs (3 per year) and mentors (1 per year)
- > Dates and mode of conferences (online or face to face)
- > Coaching on coaching participation by mentors
- > Observations and whether the ECT needs an observation at a different time/subject/phase – use of technology encouraged to aid this

- > With Induction Tutor ensure ECTs have time/space/meetings/opportunities to attend to their other/emerging developmental needs eg moderation, assessment prep, parent's evenings, pastoral role

DfE change to Appropriate Body offer

Local Authorities can no longer act as an Appropriate Body
This function will be performed by Teaching School hubs

ECT Align – continuing with Hampshire

Appropriate Body – now Teaching School hub

ECT Advance – continuing with Hampshire as
ECT+ (subject specific and primary phase)

Registration of ECTs

- The registration of ECTs is through the DfE portal. This is now open for ECTs to be registered and mentors to be matched.
- Please ensure the TRN information is correct as this matches the DFE to training records helping induction to be recognised by the assessment route and training provider.

Induction Tutor Role

ECT Align - Check weekly engagement in study materials, observations take place, instructional coaching happens and the action point is recorded

Appropriate Body - completes formal observations, PDP, Progress Review Meetings, assessments. *Support plans. Liaise with others.*

Mentor Role

ECT Align - *Engage in weekly study materials, prepare for observation and coaching, give feedback in instructional coaching, record the action point, attend clinics, conferences and mentor coaching*

ECT Role and responsibility

ECT Align - *Engage in weekly study materials, prepare for observation and coaching, engage in feedback from instructional coaching, record the action point, embed, attend clinics and conferences.*

Appropriate Body - completes PDP review, evidence tracker, self evaluations, attends progress review meetings, knows whether they are on track. Uses ECT time appropriately.

The ECF states that

‘appropriate bodies will have a role in checking that early career teachers are receiving a programme of support and training based on the early career framework. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed’.

Assessment (Appropriate Body)

- We will issue guidance for schools outlining that 2 formal assessments points should take place during induction: one midway through induction, and one at the end of the induction period. These should be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment does not.

Teachers' Standards – working towards, meeting, exceeding for each and overall judgement – very brief report termly and more full report at the end of each year.

High Expectations (Standard 1 – Set high expectations)

| Learn that... | Learn how to... |
|---|--|
| <ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. | <p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> • <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i> • <i>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</i> • <i>Acknowledging and praising pupil effort and emphasising progress being made.</i> |

Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Learn how to... statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Classroom Practice (Standard 4 – Plan and teach well structured lessons)

Learn that...

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

Learn how to...

Plan effective lessons, by:

- *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.*
- *Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.*
- *Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.*
- *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.*
- *Breaking tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes).*

Make good use of expositions, by:

- *Starting expositions at the point of current pupil understanding.*
- *Combining a verbal explanation with a relevant graphical representation of the same concept or process, where appropriate.*
- *Using concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).*

Model effectively, by:

- *Narrating thought processes when modelling to make explicit how experts think (e.g. asking questions aloud that pupils should consider*

7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

when working independently and drawing pupils' attention to links with prior knowledge).

- *Making the steps in a process memorable and ensuring pupils can recall them (e.g. naming them, developing mnemonics, or linking to memorable stories).*
- *Exposing potential pitfalls and explaining how to avoid them.*

Stimulate pupil thinking and check for understanding, by:

- *Planning activities around what you want pupils to think hard about.*
- *Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers).*
- *Providing appropriate wait time between question and response where more developed responses are required.*
- *Considering the factors that will support effective collaborative or paired work (e.g. familiarity with routines, whether pupils have the necessary prior knowledge and how pupils are grouped).*
- *Providing scaffolds for pupil talk to increase the focus and rigour of dialogue.*

Notes

Learn that... statements are informed by the best available educational research; references and further reading are provided below.

Learn how to... statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.

ECT+

Primary and Special ECT-Advance

The offer for primary schools complements and extends the statutory ECT training by providing greater depth to professional development, focusing on developing the expertise of new teachers and placing the national programme into a local context. ECTs will have the opportunity to develop networks with other ECTs and to work with range of inspectors and advisers from across the education profession. The programme will support teachers in developing the skills and knowledge to become expert practitioners who are ready to lead within and beyond their own classrooms.

In addition, for ECTs in special schools there are bespoke sessions focused on meeting complex needs and excellence in practice. There will be an additional charge for these sessions.

The programme will include a combination of full and half days. The programme sessions are costed as below, and costs will be split over three financial years.

Secondary and Special ECT-Advance

The offer provides specialist subject advice and guidance covering planning, subject specific pedagogy, assessment, national thinking, strong Key Stage 3 development, and Key Stage 4 support. It also provides the opportunity for colleagues to forge links ahead of joining the Hampshire professional subject networks.

In addition, for ECTs in special schools and Education Centres there are bespoke sessions focused on meeting complex needs and excellence in practice. There will be an additional charge for these sessions.

Subjects supported are:

English, Mathematics, Science, History, Geography, Religious Education, Art, Design Technology, Computing, Music, MFL and PE/Dance.

Six half-day sessions costs below are per subject and charges will be split over three financial years.

Summary

- Hampshire continues to offer the high quality induction training and are here to work with your ECTs and mentors through their career
- Register your ECTs with the DFE and select Hampshire Align as your training provider
- Hampshire facilitators and direct contact/support for your staff involved, networking with other ECTs and subject specialists

Questions