

Briefing for Year 2 Joiners Welcome!

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Agenda

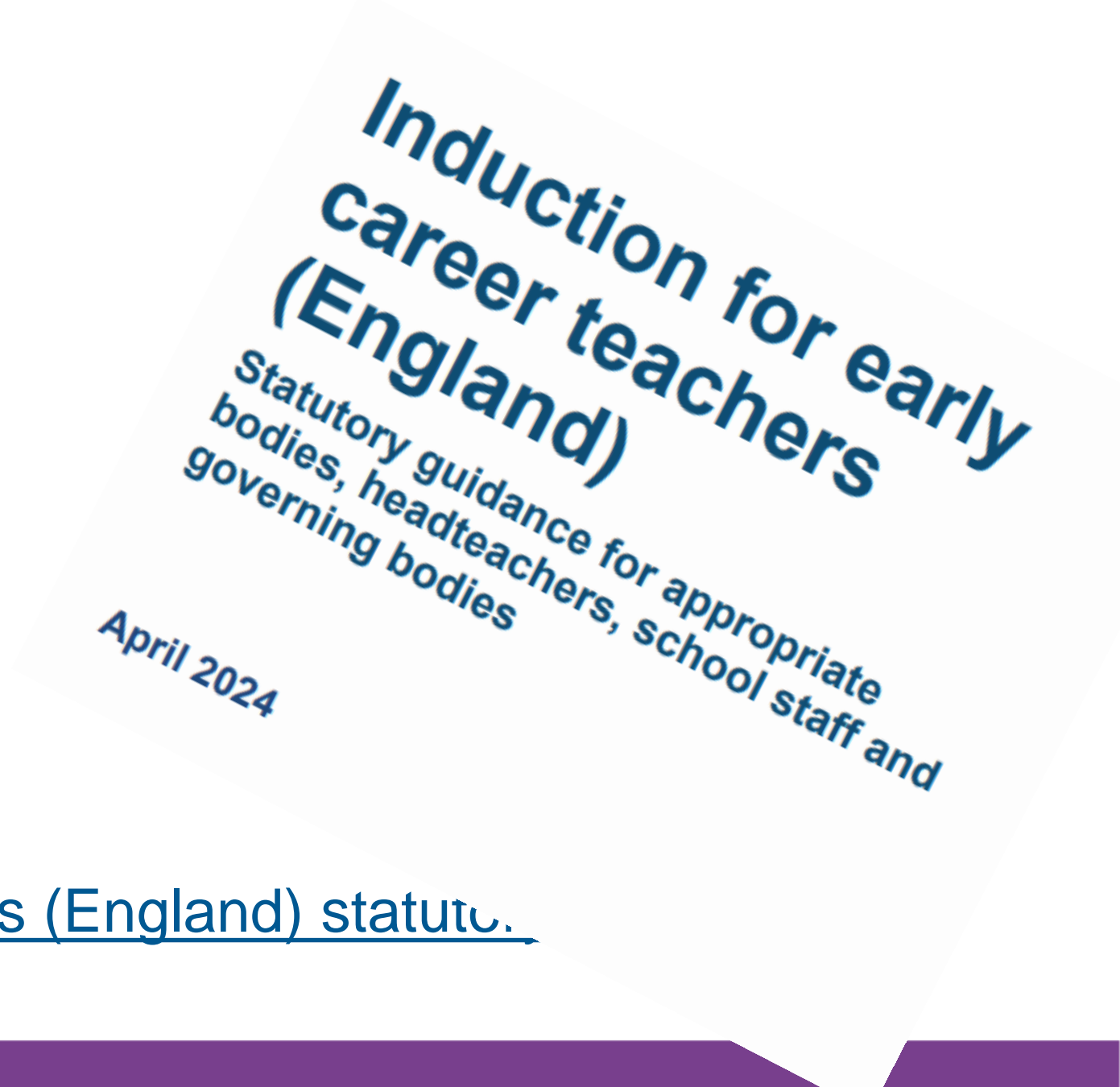
Coverage for ECTs in Year 1

What is expected in Year 2

Mentor role pre-conference

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 2024



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

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**.

Above you - 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**

Training Programme – no change ✓

Hampshire offer our ECT training programme with Ambition Institute.

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

Statutory entitlement for ECTs.

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)



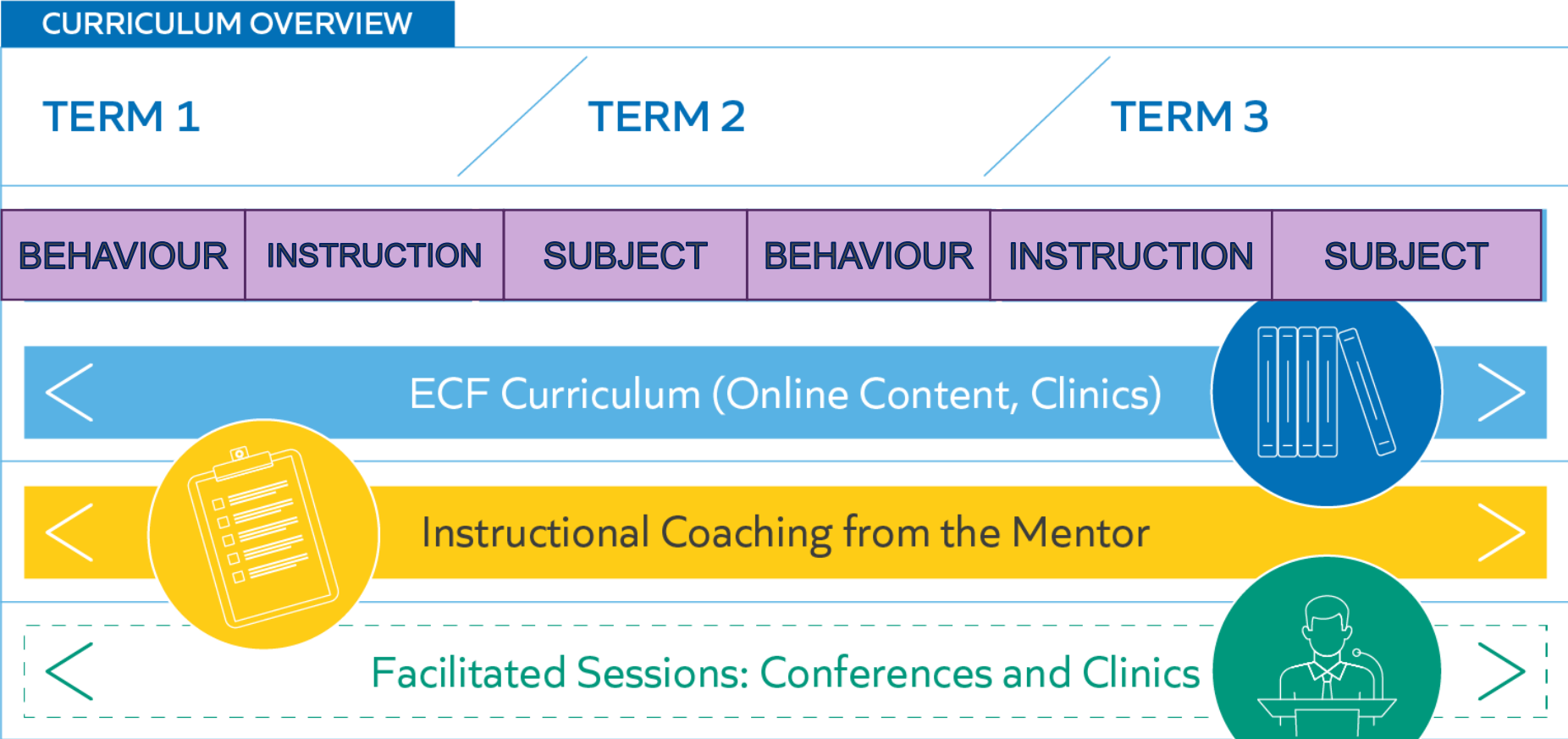
Align

Delivering the early
career framework
for teachers

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

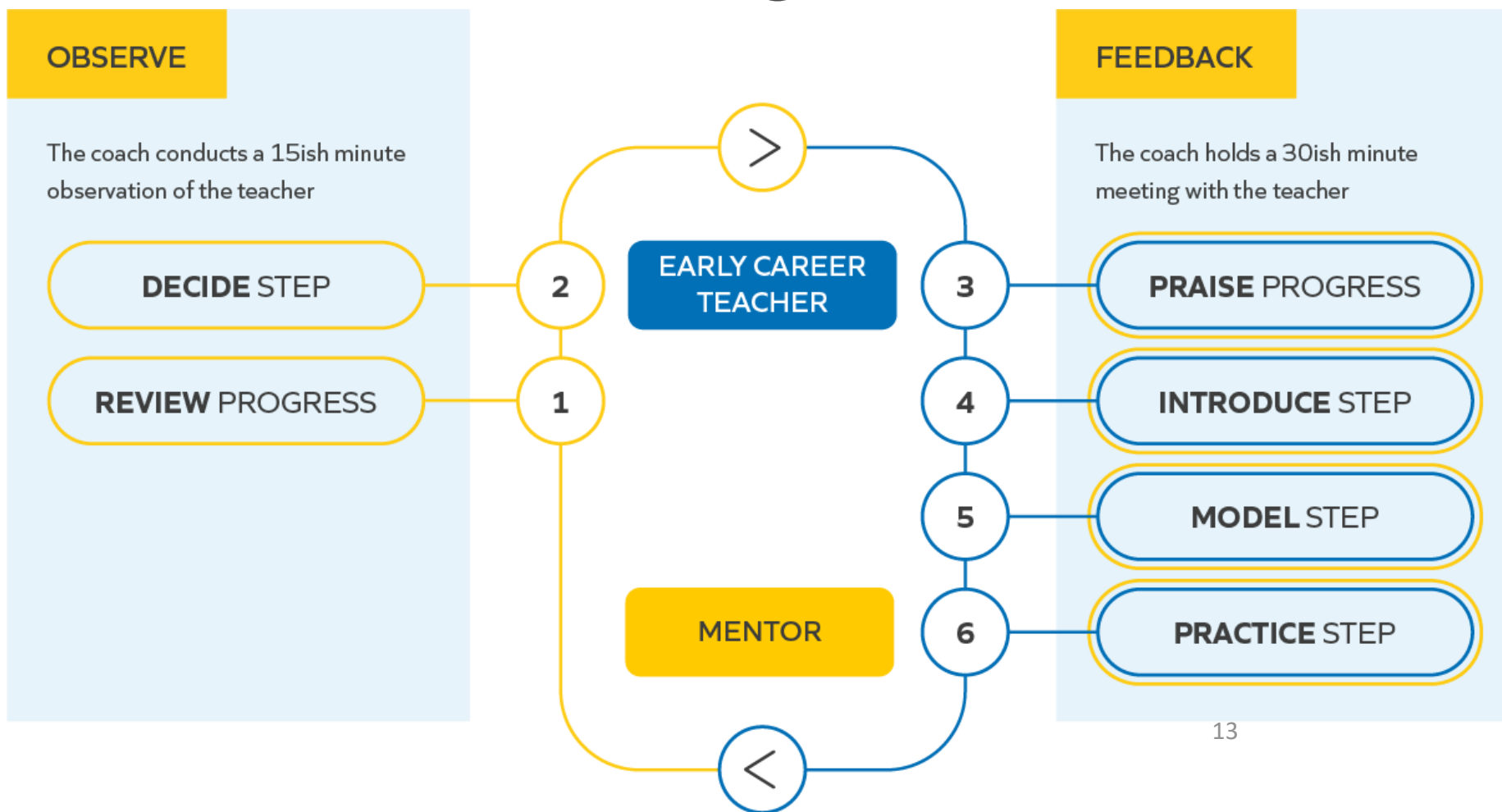


Study/Prepare to coach

Why is it important?

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

Instructional coaching model



Activity

- Self study / prep online for mentor and ECT completed
- Observation for 15 minutes – weekly in year one, fortnightly in year 2
- 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/fortnight – 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.

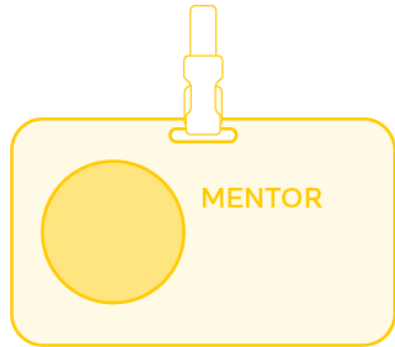
OVER THE COURSE OF A WEEK



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

ECT Co-Ordinator / Lead 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/half 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 and a half 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 first week in September please – 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

Supporting your role

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

← ↻ 🏠 <https://app.steplab.co/kb/home>

Steplab

Steplab >
Knowledge base

Browse topics

- ▼ **General Help**
 - > **Help for Ambition mentors**
 - Seeing who you are coaching
 - Seeing how many modules your ECT has completed
 - Finding the coaching simulator
 - Seeing the last action step
 - Setting a new action step and if in a different strand
 - Creating your own action step or customising one
 - Completing the feedback stage of coaching
 - Using the 'Deliberate practice engine' to support with achieving action steps
 - Making the most of the coaching tool
 - ▼ **Help for Ambition participants (ECF and NPQ)**

1

2

Keep an Overview

- > Dates and times for clinics for mentors and your ECTs – 3 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, parents evenings, pastoral role

Appropriate Body – now Teaching School hub

ECT Align – continuing with Hampshire

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

Induction Tutor Role

Completes formal observations, PDP, Progress Review Meetings, assessments. *Support plans. Liaise with others.*

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 mentor coaching

ECT Role and responsibility

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. *Completes PDP review, evidence tracker, self evaluations, attends progress review meetings, knows whether they are on track. Uses ECT time appropriately.*

Assessment

- 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

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

Summary

- Weekly observation in year 1 and fortnightly observation in year 2 and instructional coaching is key – you can revert to or start with weekly in year 2 if needed and capacity allows
- Developmental incremental steps
- Ensure impact of the second year of induction