

Early Career Teacher Programme

Induction Coordinator Handbook

**KEEP
GETTING
BETTER**

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Using this document:

This document is intended to support induction coordinators deepen their understanding of the Early Career Teachers programme and understand their role and responsibilities within it.

This document is designed to be a practical guide to some of the key tasks and actions you need to take as an induction coordinator and to point you in the direction of further support.

This document will be updated over time so please note any printed versions may be out of date.

Version control: latest changes

Version	Date	Summary of changes
0.1	23/08/2022	First version

Introduction

About Ambition Institute

At Ambition Institute our mission is to support schools tackling educational disadvantage to keep getting better and help their teachers and leaders to become more expert over time. This is how we build an education system where every child can thrive, no matter what their background. To achieve this, we design and deliver professional development that draws on the latest evidence, the insights of expert educators across the country, and our experience of what works.

The quality of the teaching that our pupils receive is probably the biggest lever we have for improving their outcomes and future life chances (Slater et al., 2012). The early career framework (ECF) was published by the Department for Education in January 2019. It was written in collaboration with an expert advisory group from across the education sector. It aims to make sure new teachers have the time and resources devoted to their professional development that they need to thrive in the early stages of their career.

As one of the Department for Education's lead providers for the ECF, we are delighted to support your staff on their development journey through the Early Career Teacher Programme (ECT programme).

What is the early career framework?

We know that great teaching is the bedrock of our schools. Of all the in-school factors, the quality of teaching makes the biggest impact on pupils (Hattie, 2003), especially for those pupils from disadvantaged backgrounds (e.g., Sutton Trust, 2011). The early career framework is designed to ensure this strong start, building the foundation of a successful career in teaching for all early career teachers (ECTs).

As an induction coordinator, you play a vital role in supporting your staff to effectively implement the early career framework (ECF) in your context through this Early Career Teachers programme.

The early career framework sets out what new teachers need to learn so that they finish their two-year induction period ready to have the greatest possible impact on pupils. The framework is drawn from the strongest available evidence on effective teaching and learning and has been independently reviewed by the Education Endowment Foundation. It is a curriculum which enables teachers to develop their teaching expertise, building on learning and honing their skills which they start to acquire during their Initial Teacher Training and will continue to master throughout their careers.

The early career framework is divided into 8 sections: one for each teacher standard. Each of these sections is composed of 'learn that' and 'learn how to' statements.

Managing Behaviour (Standard 7 – Manage behaviour effectively)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. 2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. 3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. 4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. 5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood. 6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). 	<p>Develop a positive, predictable and safe environment for pupils, by:</p> <ul style="list-style-type: none"> • Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom. • Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues). • Giving manageable, specific and sequential instructions. • Checking pupils' understanding of instructions before a task begins. • Using consistent language and non-verbal signals for common classroom directions. • Using early and least-intrusive interventions as an initial response to low level disruption. • Responding quickly to any behaviour or bullying that threatens emotional safety. <p>Establish effective routines and expectations, by:</p> <ul style="list-style-type: none"> • Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points). • Practising routines at the beginning of the school year. • Reinforcing routines (e.g. by articulating the link between time on task and success).

Extract from the Early Career Framework

The 'learn that' statements are knowledge based. For example, a statement in section 7 says that: "early career teachers should learn that a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs."

By contrast, the 'learn how to' statements are more practice-based. For example, "early career teachers should learn how to develop a positive, predictable and safe environment for pupils by giving manageable, specific and sequential instructions."

Whilst the early career framework is organised into sections around the teacher standards, it is important to note that the early career framework is not an assessment tool and should instead be viewed as an entitlement to training.

"The ECF is not, and should not be used, as an assessment framework. Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool."

ECF, 2019

What is the Early Career Teacher (ECT) Programme?

Programme overview

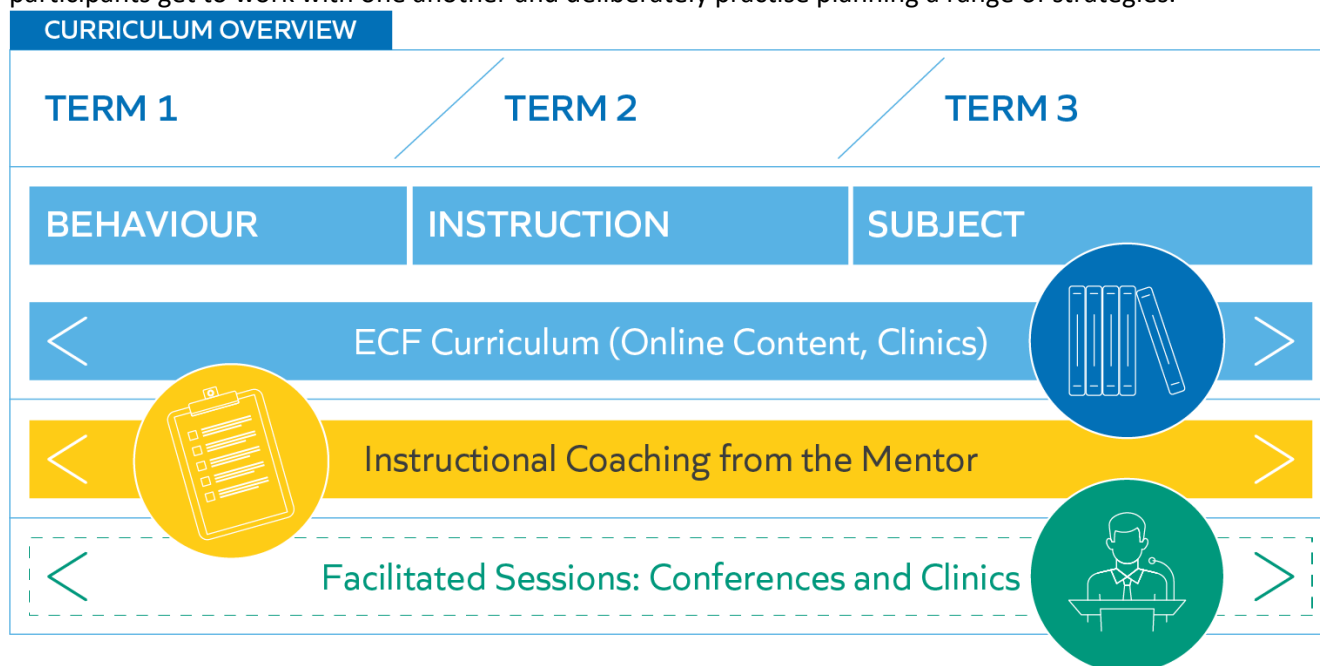
The key aim of this programme is to support ECTs to build on their understanding of key learning around effective teaching, assessment and curriculum practices from their Initial Teacher Training (ITT) year. The content of the programme is designed to incorporate all the statements included within the ECF, as well as complement the current teaching standards.

The Early Career Teachers programme is grounded in the best available evidence for how teachers learn. It is organised into three core strands, which cover all 8 areas of the early career framework. The three strands are behaviour, instruction and subject. Each strand is intended to correspond roughly to a term, whilst allowing the programme to flex to meet the needs of individual schools, for example varying term lengths or exam periods.

The two key stakeholders in the programme are; early career teachers (ECTs) and mentors but there are also other stakeholders who ensure the programme is delivered and embedded effectively.

Core programme inputs for early career teachers

On this programme, teachers receive two main sources of support: weekly self-study modules on Steplab and instructional coaching from a mentor (weekly in Year 1 and fortnightly in year 2). Additionally, ECTs also get the chance to put into practice and discuss key teaching strategies in clinics and conferences, where participants get to work with one another and deliberately practise planning a range of strategies.



Below is an overview of the core programme inputs for early career teachers

- 3 x ECT Conferences (6 hours each)
- 6 x ECT Clinics (1 hour each)
- 36 x self-study modules (40-60 mins each)

All schools receive funding linked to the time needed for these training sessions.

Suggested programme sequence

Year 1 inputs*				
Conference 1	Clinic 1	Conference 2	Clinic 2	Clinic 3
<ul style="list-style-type: none"> > Introduce science of learning > Apply understanding of science of learning to habits of planning. 	Using routines to manage behaviour	Responsive teaching	Whole class verbal feedback	Giving effective praise
Year 2 inputs*				
Conference 3	Clinic 4	Clinic 5	Clinic 6	
<ul style="list-style-type: none"> > Preparing for year 2 and teacher wellbeing 	Pupil thinking and responses	Implementation	Developing pupil literacy	

For further information around the ECT curriculum covered in ECT clinics and conferences, see Appendix D.

How do mentors support ECTs on the programme?

We've designed our programme to not only build on the best available evidence around supporting teachers to improve but to be flexible enough to work in your school context and to fit around other aspects of the mentor's role. We know that teachers are busy and that this is especially true for mentors. The Department for Education stipulates that schools are expected to provide mentors with sufficient time to carry out their vital role.

Each week on the programme will follow the same pattern, reducing the number of things for mentors to think about and helping them and their ECT(s) get into productive habits. Each week, they will:

- Spend a short time (10-15 minutes) carrying out a non-judgemental, developmental observation of their ECT. The purpose of this is to allow mentors to identify a bite-sized area of teaching practice, or 'step', to work on with their ECT.
- Spend approximately 45 minutes working with their ECT to develop their practice. The first 20-30 minutes of this will be an instructional coaching meeting to practice and provide feedback based on the lesson observation.

Having sufficient time for mentors and teachers to meet is a key enabling condition to ensure the programme is effectively embedded in your context. **Schools should protect at least 60 minutes of mentors' time per week for working with their ECT.** The induction coordinator needs to ensure that this time is protected for both mentors and teachers. Therefore, your role **as induction coordinator is vital as you will need to support the induction coordinator to ensure this time is allocated for both ECTs and mentors.** It is likely to be in the form of a reduced teaching allocation but could also be created in other ways including a reduction in other duties. It may be the case that schools reduce mentors' timetables but that due to other constraints, mentors and ECTs still meet before or after school.

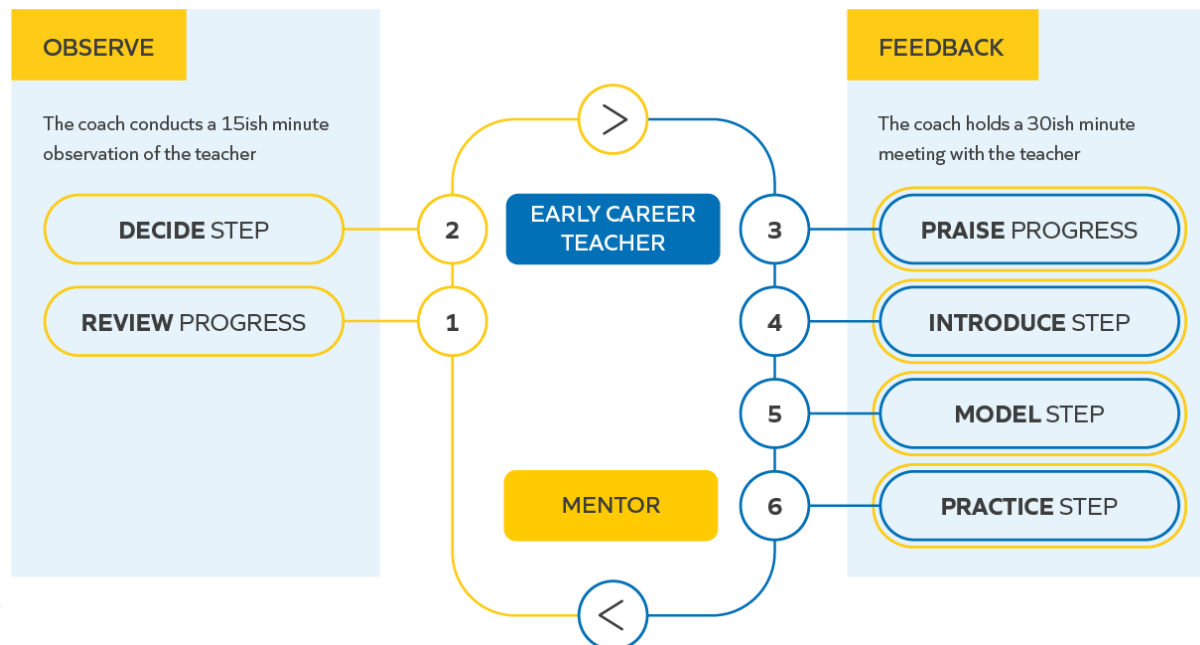
What is instructional coaching?

On Ambition Institute's Early Career Teachers programme, mentors use instructional coaching to support ECTs to use the theory they have learned from the self-study modules and develop their classroom expertise. But what is instructional coaching and why have we chosen to use it?

At Ambition Institute, we've chosen to use instructional coaching on the Early Career Teachers programme because it has a really strong evidence base (Sims, S. 2019) for helping teachers make lasting improvements to

their practice. In particular, it helps ECTs to overcome the 'knowing-doing gap' – the difference between learning a new technique and being able to use it regularly in their classroom.

Instructional coaching is a weekly cycle of observation, practice and feedback focused on incremental improvements.



Observation

Each week the mentor observes the ECT teach for about 15 minutes. This helps them choose **a single, bite-sized step to work on**. For example, an ECT might have been working on giving clearly sequenced instructions; if the mentor feels they are ready to move on, they might decide the next step is to work on an effective strategy for monitoring whether pupils are following the instructions. **Bite-sized steps are designed to help ECTs see the progress they are making** on the journey towards mastering the craft of teaching.

Mentors choose steps which build on ECTs' prior knowledge from their self-study so far. This helps ECTs to apply the steps thoughtfully and not just mimic techniques. **The self-study content is carefully sequenced** to build in depth and complexity, giving ECTs firm foundations to build on and develop mastery.

Feedback

Each week, approximately 30 minutes of the mentor meeting is used for instructional coaching, specifically modelling, practice and feedback.

Mentors begin by providing one piece of **targeted feedback and praise** on the ECT's progress towards the previous step. Next, the mentor shares the new step and the mentor and ECT discuss why this has been selected and why it is likely to help pupils.

The mentor then **models** a demonstration of what the step would look like in the ECT's own context. The aim of the model is to help the ECT know exactly what a technique will look like in their own classroom. The model should build on the theory the ECT has previously learnt from their self-study. To continue the above example, the mentor might demonstrate how they would circulate to monitor pupils or how and where they would stand in the classroom.

Finally, the mentor and ECT work together to **practise the step**. Importantly the ECT will practise more than once, with the mentor providing feedback on how to improve each time. This cycle of feedback and practice focused on a precise step is often referred to as ‘deliberate practice’. This practice helps overcome the ‘knowing-doing gap’ and set the ECT up to put the new step into action.

The impact of instructional coaching on Early Career Teachers

Instructional coaching is well suited to helping Early Career Teachers. It provides careful structure and guidance which can help accelerate teachers’ development at the start of their career (Kraft and Blazar, 2018).

Deliberate practice of a precise step is a well-evidenced way of building expertise, in teaching and beyond (Grossman, 2009). Focusing on a bite-sized step that can be mastered in a week means that ECTs can also see tangible progress in their classrooms.

Similarities and differences between instructional coaching and other approaches

There are lots of similarities between instructional coaching and other mentoring or coaching approaches.

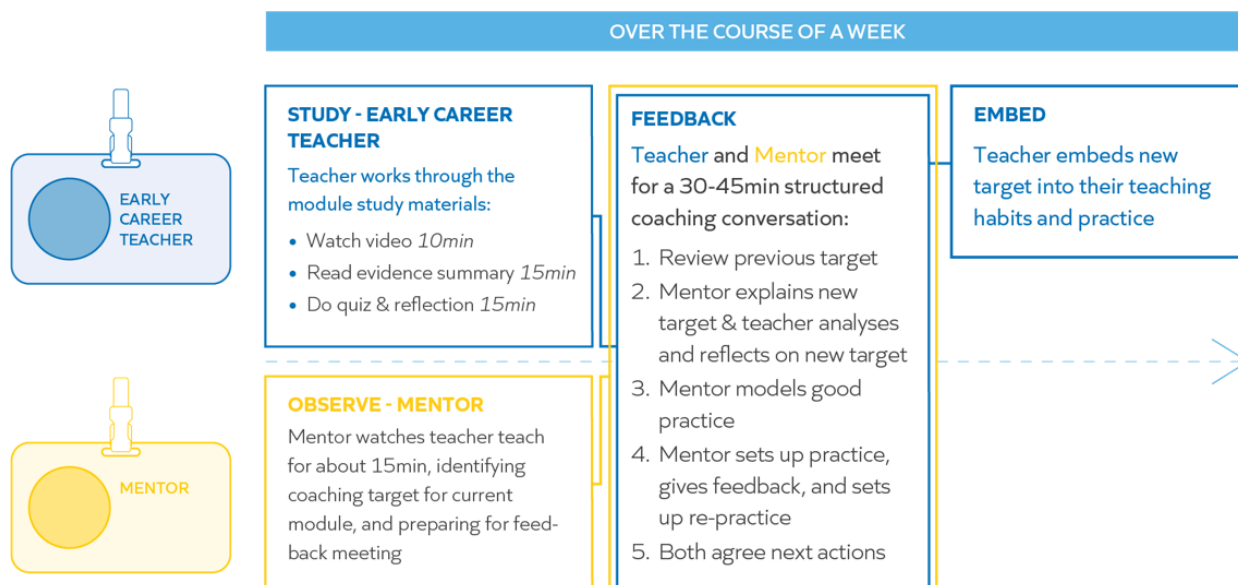
- > Like other approaches, instructional coaching is still focused on helping ECTs improve their teaching practice to have the best possible impact on pupils.
- > Like all mentoring and coaching, instructional coaching only works when it builds on a strong relationship between the mentor and the ECT. Ambition Institute’s Early Career Teachers programme prioritises building and strengthening these relationships over time.
- > ECTs’ learning is more likely to stick and avoid misconceptions when it builds on prior knowledge. The carefully structured curriculum of ECT self-study helps ensure that this happens.
- > Many mentoring and coaching approaches involve explaining new techniques and how they work – by using modelling, instructional coaching also places this at the forefront of its approach.
- > Mentoring is not just about helping teachers get better, it’s also about pastoral care and support. Instructional coaching is a significant element of Ambition Institute’s Early Career Teachers programme, but it is not everything – it is important for mentors to take time for pastoral support as well.

Equally, some coaching and mentoring approaches take different approaches.

- > Instructional coaching is centred around the mentor using their expertise and experience to support ECTs to develop. This means mentors provide explicit guidance rather than leaving ECTs to work out the answer themselves. This is because ECTs are at the beginning of their career, and this allows them to benefit from the mentor’s wealth of knowledge.
- > Over time, the ECT will be able to take more and more ownership of their learning, but at least at the start of the programme their mentor will decide the weekly focus. This is to scaffold and support ECTs’ learning until they have developed greater expertise

Self-reflection is an important element of all teachers’ practice, but accurate reflection is difficult due to the messy feedback loops involved in teaching – it is hard for teachers to identify what to change in their classroom, much less whether a change is having the desired impact. This means that although ECTs will be supported to reflect on their practice, this reflection will not be what drives the weekly focus – at the beginning of their careers ECTs are more likely to make effective changes with careful guidance from their mentors.

What does a typical week look like for mentors and ECTs?



What does the training for mentors look like?

The role of the mentor is crucial in supporting ECTs. We know this is a demanding role, whether they are new to mentoring, or an experienced mentor new to the Early Career Framework or the instructional coaching approach. This means mentors deserve the best possible professional development, to help them keep getting better at their role.

Ambition Institute's Early Career Teachers programme has three facilitated elements for mentors:

- 2 x mentor conferences: in-person, one full day (6 hours).
- 3 x coaching on coaching: virtual or in person (1 hour each).
- 3 x mentor clinics: virtual or in person (1 hour each).

All schools receive funding linked to the time needed for these training sessions as part of the mentor induction funding.

At Ambition Institute, we've used our expertise and knowledge from educational research of what makes high-quality professional development to provide mentors with the knowledge and skills they need, when they need them.

This begins with their own orientation and the first face-to-face mentor conference. These are designed to provide mentors with the knowledge of the programme as well as build on and refine the existing mentoring skills they have so that they can hit the ground running.

There is then a continuous programme of support and training throughout the year:

- Scaffolded and differentiated coaching steps which align to the curriculum the ECT is following which mentors can use and adapt for their ECTs.
- Access to all the 'Study' modules available to ECTs, allowing mentors to see exactly what their ECTs are learning in order to better target their instructional coaching sessions. This content is optional, but it is strongly recommended that mentors engage in this reading, so they can link the step they provide ECTs with the teacher's prior knowledge.
- One-to-one 'coaching on coaching' sessions with an expert teacher educator, designed to provide them with feedback and support to further develop their skill in instructional coaching.
- Facilitated group sessions ('mentor clinics') to further develop their knowledge and skills in supporting teachers and to share successes and challenges with other mentors.
- Bite-sized online courses tailored to mentor needs. This content includes opportunities for mentors to deepen their understanding of areas such as deliberate practice and ECT assessment. Again, this content is designed to fit around mentors' schedules, meaning they can access it as and when they need it.

For further information on the programme inputs mentors receive, see Appendix E.

How is year 2 of the programme different?

The Early Career Framework entitles ECTs and mentors to two years of training and support. Year 2 of Ambition Institute's Early Career Teachers programme has been designed to enable ECTs to take increased responsibility for their professional development and so provides a less frequent and more flexible curriculum in Year 2 of the programme.

- > ECTs and your mentor are both entitled to a reduction in timetabled time (5% for ECTs off their weekly timetable, 20 hours over the year for mentors). This is fully funded by the DfE.
- > Coaching should follow a fortnightly rhythm.
- > ECTs have a minimum of five hours of self-study time across the year. This equates to around 15 minutes per fortnight but can be distributed according to their needs and should be agreed with their mentor.
- > A diagnostic tool, introduced in the second year, will help ECTs and their mentors to identify possible areas of the self-study content which they may want to revisit.
- > If ECTs haven't completed all the self-study modules in year 1, they are expected to complete them in year 2 (the time for this is counted in year one, so this time would be additional to the five hours minimum for year 2 self-study).
- > Once ECTs have completed all the modules from year 1, they will spend the self-study time revisiting and deepening understanding of specific modules from year 1 based on their needs. This might be through revisiting the video content or exploring the further reading linked to each module.
- > Once ECTs have completed all of the self-study content and revisited the necessary modules; there is a termly stretch module. There will be six of these released and they will cover elements of all three strands, the first will be released at the beginning of November. It is advised that ECTs speak to their mentor prior to engaging with this content to ensure that this is appropriate for the ECT.

How is the programme designed?

Evidence informed

The Early Career Teachers Programme for both mentors and ECTs has been built on evidence of how people learn new knowledge and skills and apply this to their practice. This evidence has informed principles underpinning the programme:

- **Key learning broken down into small, manageable chunks** – each week, teachers will work on a bite-sized aspect of their teaching with their mentor, such as how they ask effective questions.
- **Clear modelling of effective practice** – mentors model what the bite size aspect (known as a step) looks like before the teacher practises applying the step themselves.
- **Multiple opportunities to return to key learning** – for example, teachers begin to learn about giving clear instructions during modules on routines and managing behaviour, returning to similar ideas when thinking about how to break down content as part of teacher modelling.

- **Practice and feedback** -within the instructional coaching session, teachers deliberately practise and receive formative feedback on a bite sized aspect of their teaching so that they have had an opportunity to practise the step.
- **Contextualised**- the mentor contextualises the learning which the teacher engages with during their weekly study, so that the teacher is better able to see how the learning applies to their own practice.
- **Familiar routines**-each week, teachers engage in weekly self-study and the weekly (fortnightly in year 2) instructional coaching also helps ensure that both mentors and teachers getting into the routine of engaging in their professional development on the programme.

Context specific

We know that whilst there are similarities in how the majority of pupils learn and how schools are structured, every school and each phase and subject is different. This means that teaching expertise is context specific, and it is mentors who know their context best. While the content within the programme provides a range of phase and subject specific exemplification, mentors are still best placed to contextualise the evidence-informed content from the Early Career Framework and the materials on Ambition Institute's programme to fit each ECT's setting, phase and subject(s).

Flexibility on the programme

We want the programme to be flexible and responsive to the needs of your ECT(s), mentor (s) and your school. However, we also know that when implementing evidence-informed strategies such as those underpinning this programme, we need to stick closely to the core components. If we don't, the programme is likely to have less impact on teachers and their pupils.

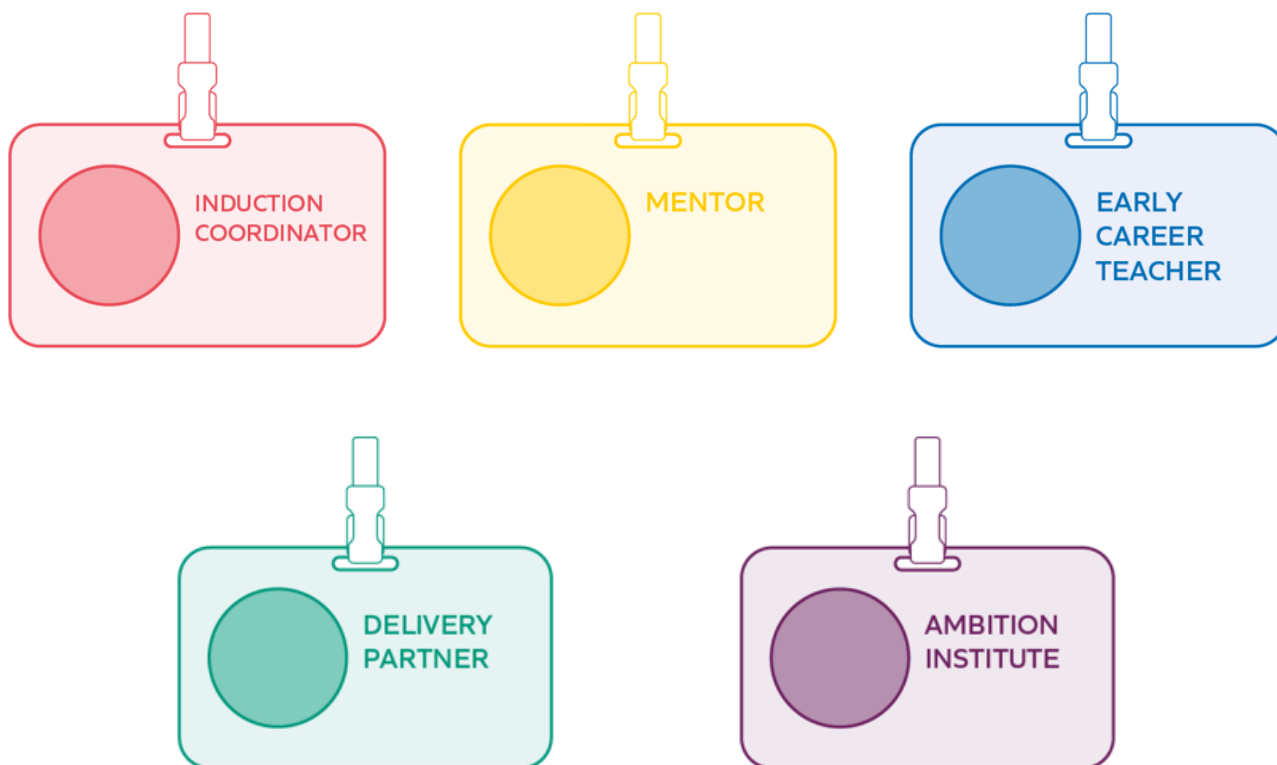
We can use toothpaste as an analogy here. Toothpaste has lots of different components: flavouring, colour, fluoride, etc. However, the things that make toothpaste effective in reducing tooth decay are fluoride and regular brushing. We can change the colour or the flavour and not affect the impact, but if we take out the fluoride, or don't brush regularly, then the toothpaste won't be as effective in reducing tooth decay.

It is similar with professional development, including this programme. Where possible, we will give mentors and schools flexibility to adapt and tailor the approach, but not when it is a core component of the programme. The types of flexibility available are listed below:

Opportunities to flex the programme	
Structural aspects of the programme	<ul style="list-style-type: none">• The allocated time provided could be in different forms. Mentors and teachers might be released for a lesson and use this time to meet, or they may meet at a different time.• Similarly, participants could be covered to allow for training attendance, or if training is in an evening released from duties or allowed to leave early at a different time.

Further details on flexibility in terms of programmatic aspects of the programme are also available and listed as an appendix. These might be something to discuss with your Induction Co-ordinator following their orientation or even once the programme has started.

Key people, responsibilities and interactions



Early Career Teacher (ECT)

Ambition Institute's Early Career Teachers programme is designed to support ECTs to learn, understand and put into practice the evidence-informed content in the Early Career Framework. This is a two-year programme designed to induct ECTs into the profession and to set them up for long-lasting, effective and rewarding teaching careers.

The role of ECTs on the programme is to get into a regular routine of professional development – centred around engaging with weekly self-study modules and instructional coaching. ECTs also need to attend training sessions known as clinics and conferences; these are designed to help them develop even deeper understanding of core aspects of teaching, such as responsive teaching.

Essentially, ECTs need to put their efforts into learning as much as possible across the programme. This is what will help them have the maximum impact on the pupils they teach.

Mentor

Mentors are the cornerstone of the support provided to ECTs. They lead the development of a teacher or number of teachers on the Early Career Teachers programme. Supported by our online platform, Steplab, mentors run weekly instructional coaching sessions to support ECTs to transfer their learning into changes to their classroom practice.

Mentors are responsible for the ECT(s) engaging with the programme, including the weekly self-study and attending the facilitated teacher clinics and conferences. Mentors need to support teachers, particularly in terms of contextualising and adapting content for the ECT's own setting. Mentors on the Early Career Teachers Programme **will not be responsible for assessment** against the Teachers' Standards during the induction period. This is part of the government statutory guidance. **We strongly recommend you read the guidance in full** which you can access in Appendix D.

Induction coordinator

The induction coordinator is the member of staff within each school with overall responsibility for putting the Early Career Teachers programme into action. This will usually be a member of the senior leadership team. The induction coordinator drives engagement with our Early Career Teacher programme in their school, for both mentors and teachers.

Key to this role is supporting and protecting the new statutory entitlements of Early Career Teachers and their mentors in line with the Early Career Framework reforms and statutory guidance. The induction coordinator will be responsible for monitoring engagement with the programme via the Steplab platform and liaising with the school's delivery partner or directly with Ambition if belonging to central cohort.

Delivery Partner / Ambition Institute

Your ECT's programme will either be delivered directly by Ambition Institute or via a delivery partner. A delivery partner is a Teaching School Hub, Academy Trust or Local Authority responsible for delivering the Early Career Teachers programme to a group of schools.

Early Career Framework Lead (Delivery Partner model only)

Each delivery partner has an Early Career Framework lead (ECF lead) who is responsible for overseeing the ECT programme in their network. ECF leads are responsible for holding schools to account in providing the necessary time for mentors and teachers to engage with the programme, as well as monitoring attendance and engagement.

The ECF lead provides support and clarification for technical queries regarding the programme, including dates for training. ECF leads are also responsible for making high level decisions about the level of programme flexibility available to individual schools.

Ambition Institute

Ambition Institute is a national education charity. We help schools tackling educational disadvantage to keep getting better and help their teachers and school leaders to become more expert over time.

We are responsible for the design and production of all training materials and study content on the Early Career Teachers programme, drawing on the best available evidence about effective practice. We are responsible for designing the Early Career Teachers programme so that ECTs can learn, understand and put into practice the content in the Department for Education's Early Career Framework.

We work with Steplab, a professional learning platform for teachers, teacher educators and school leaders to help mentors and ECTs achieve impactful and lasting changes to classroom practice.

Below is a summary of the key roles and responsibilities within the programme:

	ECF Lead	Induction coordinator	Visiting Fellows (only applicable if part of a delivery partner organisation)	Mentor	Teacher (ECT)
Profile	Individual within the delivery partner (organisation supporting Ambition to deliver the ECT programme across their network)	A member of the school's senior or middle leadership team.	Visiting fellows will have been appointed internally and should have extensive facilitation and mentoring experience.	An experienced classroom teacher with the capacity for mentoring. <i>*Ideally a specialist in the teacher's subject/phase</i>	A practicing classroom teacher in their first two years of teaching.

Role	Oversees the running of the programme at a delivery partner level. Is the main point of contact for Ambition Institute.	The in-school lead of the programme and main point of contact for teachers and mentors.	Facilitates sessions and provides coaching on coaching to mentors.	Directly supports the teacher in their development.	The main audience for the Early Career Framework.
Responsibilities on the programme	Responsible for ensuring the programme runs smoothly across all schools in the network. Oversees all programme logistics including recruitment of schools, events and high-level engagement tracking and reporting to Ambition.	Responsible for ensuring the programme runs effectively across the school and that teachers and mentors are supported and held to account for their responsibilities. Tracks and improves the implementation of the programme over time.	If and when necessary, induction coordinators consult with visiting fellows to get feedback on how the programme content is landing with teachers and mentors, as well as get a clearer picture of mentor practice.	Learning about the coaching model and applying this understanding of effective coaching to ensure that the teacher understands and successfully embeds their learning into their classroom.	Learning and practising aspects of the framework throughout the programme.

Case studies of induction coordinators, mentors and ECTs

A week in the life of an induction coordinator

Mandy is an induction coordinator in a large secondary school. She oversees a team of five mentors and five ECTs. We join her in her first term in role.

“I’ve found it really satisfying to see how the mentors and teachers have progressed since the start of the year. Having worked closely with the SLT before the induction officially started, we ensured that mentors and teachers have time allocated within their timetable for the instructional coaching session and we are really starting to see the results from this protected time. Mentors and teachers are developing very positive working relationships and there is a great deal of trust which has developed, not just between mentor and teacher but also between me and the mentors.

Mentors are also sharing positive feedback around their ECTs and I then feed this back to SLT and heads of department, so that this positive feedback is reinforced with the ECTs. This has therefore started to have a positive impact on the school culture in general.

I really like how Steplab also enables me to look at the steps that mentors are setting as it can help me to support mentors and check in with them if things aren’t going as planned with the coaching sessions. Every week I have scheduled in a 30-minute check in with all the mentors and we discuss any potential barriers they may be facing and share any examples of best practice when it comes to instructional coaching. “

A week in the life of an ECT

Abdi is an ECT in a secondary school. He teaches Science. We join him in during the Autumn term of the first year of his induction.

“I’m really enjoying being part of the Early Career Teachers programme, and I can see the difference it is making to my practice already.

I’ve found the bite-sized nature of the programme really useful. It’s allowed me to get into a good habit with my self-study. I have a free period on a Tuesday afternoon which I use to complete the self-study each week. My head of department is also free at the same time, so quite often I’ll go and badger her with any questions I have!

My mentor is amazingly supportive. This term I’ve been working on the behaviour strand and each week in my instructional coaching sessions he models the technique that we are going to work on. This is much more

helpful than just talking about the technique as it means I can see exactly what it should look like, in the context of my own school. This is particularly useful in terms of putting into practice the general principles I've learnt into a science context. After sharing the model, he supports me to practise – this helps me because it means I can get feedback and improve before trying something out for real in front of pupils."

A week in the life of a mentor

Sian mentors Arif, an Early Career Teacher who teaches Year 1, in a two-form entry primary school. We join Sian in the Autumn term of the first year of Arif's induction period.

"My favourite aspect of the Early Career Teachers programme has been how it allows ECTs to have a real sense of continuous, incremental improvement. It's really clear to both Arif and I that they are developing their practice each week and that this is having a positive impact on pupils' learning.

The structure of the programme is key here, especially the combination of instructional coaching and the ECT self-study. Each week I watch a short segment of one of Arif's lessons to decide on a really precise focus for the coaching session. We then meet for the one-to-one coaching session itself, where we always follow the same structure which makes it easier for both of us. I start by praising the progress I've seen, then I share the next step and we unpick why this is likely to improve pupil learning. Then I model a demonstration of exactly what the step will look like in class. Finally, I support Arif to practise the step several times, giving feedback to help them perfect it.

I have to be honest, at the start I was a little bit sceptical about the modelling and practice; I've been a mentor for several years and whilst I would do some modelling, it wasn't always a major part of my practice. I also felt a little bit awkward about it. This first half term has totally changed my mind though – I can see how much easier it is for Arif to put new learning into practice compared to teachers I've worked with in the past. I think that the coaching is even helping me to become a better teacher too – I've had to think about what I do and why for some elements of my practice that I've not thought in detail about before.

I also really like how the coaching builds on the self-study content. The curriculum is really carefully sequenced so that it builds in complexity over time. I still have the flexibility to choose a next step that builds on Arif's current practice, but the curriculum supports us both in two ways. Firstly, it helps me maintain a sustained focus (e.g. around giving clear instructions) for a period of time, rather than jumping around between ideas. Secondly, because I only set steps based on what Arif has studied so far, he has a better understanding of the purpose of the step and is more likely to use it in a way which benefits pupil learning, rather than just mimicking a technique.

I'm finding that as the term goes on, I'm becoming more efficient – at the start the instructional coaching took most of our mentor meetings, and it took me quite a bit of time to plan how to put the materials into my own school's context. Now that we've both found our feet, we can often complete several cycles of practice and feedback in half an hour or less which frees up time for other aspects of mentoring such as pastoral support."

Programme enabling conditions

In order for Ambition Institute's Early Career Teachers programme to be successfully embedded within your school, there are several enabling conditions which are required and, as induction coordinator, you play an important role in supporting the induction coordinator to have these conditions in place:

Time: We know that time is a precious resource which is in short supply for everyone. The main vehicle of this programme is instructional coaching. Instructional coaching has the potential to have real impact on teachers but this is only going to happen if mentors and teachers have sufficient time allocated to be able to engage in this training. In accordance with the statutory guidance, teachers are required to receive a 10% reduction in their timetable in their first year and a 5% reduction in their second. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme ([DfE, 2021](#)). It is also vital that the

mentors have enough time to carry out their role effectively. On this programme, it is recommended that mentors have one hour off timetable, or equivalent, to support one ECT-

SLT and Head Support: Having sufficient time allocated on teachers' and mentors' timetables is also reliant on support from the Senior Leadership team (SLT) and, ultimately, you, the induction coordinator. As induction coordinator, you have the agency to ensure that the induction coordinator is supported amongst your SLT and the wider school body. By championing the programme and supporting the induction coordinator to communicate the programme rationale and the benefits of the programme to staff, you are helping ensure that the induction coordinator successfully embeds the programme within your school.

School Culture: Teachers thrive and perform better when working in supportive environments (Kraft and Papay, 2014). The school culture will have an impact on how the teachers and mentors view this programme. Having the support of SLT will help ensure that the programme is recognised as a priority within the school which, in turn, can help teachers and mentors see the value in the training and feel valued and supported within their school. For example, if SLT members communicate the great work which mentors are doing as part of their instructional coaching sessions, this will help the mentor feel valued in their role.

Mentor/ Teacher relationship: A positive working relationship between mentor and teacher is essential in order for the training to be effective. Contracting at the start of the coaching relationship has been found to be helpful to both parties as it establishes the foundation of the working relationship. As induction coordinator, you can support the induction coordinator to oversee and support both mentors and teachers to ensure that this relationship remains effective throughout the programme. This can result in both mentors and teachers feeling supported.

Mentor mental model: Mentors are the beating heart of the programme. It is important for mentors to have developed mental models of what expert teaching is and to develop their mental models of effective mentoring. Mentors need to take the learning from the programme, contextualise it for their teachers and support the teachers to apply the theory into practice. As induction coordinator, it is helpful for you to have a good understanding of the mentor role so that you can provide support to your induction coordinator who will provide more in-depth support to mentors. Induction coordinators support mentors to understand their role and the instructional coaching process, when needed.

While we know that sometimes mentors may fulfil dual roles for ECTs (they may be their mentor on this programme, as well as contribute to assessing the ECT against the teacher standards), it is important for all programme stakeholders to understand the distinction.

How can I ensure the successful running of the programme in my school?

We shouldn't implement change as a one-off event but rather as a process. This process requires planning and creating an environment which is conducive to good implementation (EEF, 2019).

As induction coordinator, you are responsible for ensuring that this programme is effectively implemented in your school. In practice, induction coordinators need to:

- > Ensure conditions in school enable the implementation of the programme
- > Manage and communicate with key stakeholders
- > Assign mentors to coaches
- > 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

An example case study of how an induction coordinator has gone about implementing the programme in their school is available in appendix A.

Support

Thank you in advance for your hard work to make the ECT programme a success in your school. We look forward to working with you. For further support and guidance, please refer to your ECF Lead or email ectsupport@ambition.org.uk (central cohort).

Appendices

Appendix A – Induction coordinator Case study

The following case study is intended to show what the actions of a successful induction coordinator might look like in practice, during term.

Martin is an Assistant Head with responsibility for teaching and learning. He works in a secondary academy which is part of a small multi-academy trust. All schools in the trust are part of the early roll out of the ECF framework and the Ambition Institute ECT programme. In his school there will be six ECTs and six mentors involved in the programme. He is an experienced Induction Lead, however he is aware that the role of Induction coordinator will be different, bringing with it new challenges and opportunities. Martin carves out some time to develop a solid understanding of the framework and the programme. He reads the ECF and accompanying guidance, the ECT Programme Handbook and Induction coordinator Guide. Using the links provided via email, he registers with My Ambition, gains access to Steplab and completes the onboarding process for himself, his mentors and ECTs. He completes the online orientation content on Steplab and attends the orientation conference.

Acknowledging that the ECF is heavily informed by cognitive science, he decides to supplement his knowledge with some extra reading to help him lead implementation and support colleagues effectively. Martin accesses the Steplab support materials, assigns mentors to ECTs as coaches and edits the term timetable to reflect that of his school. He familiarises himself with the Lead tab in steplab to make sure he is ready to use it as a monitoring tool once activity begins. Before the start of the new academic year, Martin reviews mentor and ECT timetables to ensure they are available at the same time and can commit to weekly coaching sessions. In the case of one ECT and mentor this is not possible. He arranges for them to be released from the detention supervision rota so that coaching can be prioritised. Martin is keen to balance this new responsibility with his other professional and personal commitments. He knows that investment in the initial stages will save him a lot of time and effort later on in the year and ultimately make successful implementation more likely. Putting effective monitoring and QA systems in place is key. He schedules weekly 'ECF monitoring sessions' in his diary. These involve using the Steplab dashboard to monitor engagement as well as follow-up emails and conversations if there are engagement gaps. He also fields questions, responding to those he can answer, signposting to relevant sources (e.g. Steplab) when necessary and directing any outstanding questions to his Delivery Partner Lead (if belonging to a Delivery Partner) or ectsupport@ambition.org.uk (if he belongs to central cohort). He is keen to create a sense of cohort among ECTs and mentors. He wants to establish a positive culture in which colleagues see the ECF and ECT programme as an exciting opportunity to develop their thinking and expertise. In the second week of term he gathers all ECTs and mentors for an initial get together. He provides an opportunity for ECTs and mentors to schedule an initial contracting meeting to decide ways of working before coaching begins in October. He follows up this initial meeting by scheduling half termly catch ups for mentors and ECTs.

Martin knows that the successful implementation of the programme will require buy-in and support from all members of the school community. The time provided for ECTs and mentors to engage, the purely developmental nature of the framework and the introduction of instructional coaching are all key elements that the wider school community need to understand the rationale for. Mindful of this, he incorporates a short introduction to the ECF and ECT programme into the whole staff INSET programme for September. He also makes an ECF update a monthly feature on the agenda of SLT meetings. To further raise awareness amongst staff he organises all key ECT programme dates provided by Ambition Institute (start dates, clinics, conferences etc.) as well as the additional dates he has scheduled (ECT and mentor catch ups etc.) to be added to the school calendar.

In the first week of October, Martin sends an email to all ECTs and mentors reminding them of the date that all weekly studies, observations and coaching sessions should begin. He makes an effort to have informal 1:1s with as many colleagues as possible to ensure they are ready to get started. As the weekly study, observation and coaching commences, Martin uses his weekly 'ECF monitoring sessions' to gain a good understanding of how things are going. He follows up any gaps in Steplab with emails and/or 1:1 conversations, challenging and supporting colleagues as necessary. With agreement from mentors, he pops in on coaching sessions when he can, making it clear that he is there to deepen his understanding of the process rather than to QA. He uses his second half termly catch-up meetings with ECTs and mentors to highlight examples of good practice and to facilitate shared problem solving in response to common barriers or challenges that they are experiencing. He makes sure that all ECTs and mentors have established a routine of regular coaching meetings. In the final week of term one, Martin uses his weekly monitoring meeting to review the implementation of the programme so far. He reflects on the strengths and successes of the first term and identifies areas for development moving into term two.

Appendix B - Existing programmatic flexibility

Programmatic aspects of the programme	<ul style="list-style-type: none"> • Observations (as part of instructional coaching) could be done via video • The mentor meeting could be divided into two meetings: 30 mins of instructional coaching and 15+ mins of other aspects of mentoring • Mentors must record action steps on Steplab, but otherwise can provide as much or as little detail as is helpful • Mentors can set repeated action steps if needed • Mentors can move on from action steps if they judge this to be appropriate, even if ECTs have not met every success criteria • Mentors can edit existing action steps or create their own • Providing pastoral support for ECTs might be done by another member of staff instead of the mentor • As ECTs develop expertise (most likely in year 2 of induction), they may be able to begin to identify their own action steps
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Appendix C - FAQs

Frequently asked questions	
What are the programme inputs and expectations for mentors and early career teachers?	<p>During the first year of the programme, mentors and early career teachers will engage with weekly self-study materials (via Steplab) and weekly coaching which consists of observation, feedback and setting of steps.</p> <p>N.B. Engaging with the ECT's Weekly study is strongly recommended but is optional for mentors. Early career teachers will attend termly online clinics (1 hour each). Mentors will attend two clinics in the first year (1 hour each).</p>
What is the minimum amount of modules which ECTs are expected to cover over a given term?	In general, the majority of ECTs engage with 6 study modules per half term, however we recognise that this may vary across the year, whether due to a shorter half term, ECT illness or other extenuating circumstances. there is enough flexibility with the minimum 5 hours study time in Y2 of the programme for ECTs to have time to complete any outstanding content from Year 1 before they move onto revisiting materials to further develop their knowledge.
What is the minimum amount of time a coaching conversation should take?	The 'feedback' section of the coaching process should take between 30-45 minutes. This should allow the early career teacher time to fully understand and practice the chosen step.
What happens if a coaching session is missed?	<p>Coaching sessions are monitored through the recording of action steps on Steplab. If sessions do not take place, or an action step is not recorded, you will be able to see this on your dashboard on Steplab. In the first instance. It will be your responsibility to speak to the mentor and ensure that coaching activity is resumed as soon as possible.</p> <p>N.B. Mentors should not be encouraged to 'catch up' but rather resume regular meetings as soon as they can.</p>
What circumstances justify the pausing of an ECT's engagement in the programme?	This should only happen if an early career teacher is absent from work for five days or more.
What happens if a mentor is absent for five days or more?	<p>If a mentor is absent for five days or more, ensuring early career teachers receive the support they are entitled to must be prioritised. If possible, they should be temporarily matched with an existing mentor who has the capacity to support them. You will also be able to allocate yourself as a mentor. If no existing mentor is available, an appropriate member of staff may take on the role.</p> <p>If you require further support, you can consult your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) for advice on how to register them.</p>
What happens if I decide to leave the school and/or the programme?	The role of induction coordinator should be taken on by somebody who intends to stay at their school for a

	minimum of two years. If you decide to leave your school, then you will need to inform your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) so that you can be supported to find a suitable replacement.
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Appendix D - ECT curriculum.

Below is the ECT curriculum showing the suggested sequence of strands and modules which ECTs learn about throughout the two years on the programme.

Strand 1- Behaviour

Behaviour strand

Week	Study and coaching (weekly)	Facilitated sessions
1	B1 Strand fundamentals and re-contracting Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.	Half term 1 Launch conference Provides teachers with an overview of the science of learning and habits of planning. Programme induction Explains the programme and the ECF and introduces teachers to aspects of self-regulation.
2	B2 Routines Explores effective routines, the role of classroom environment and its connection learning.	
3	B3 Instructions Shares role of high-quality instructions and how to plan and reinforce them.	
4	B4 Directing attention Examines monitoring and reinforcing expectations with praise, voice and movement(s).	
5	B5 Low-level disruption Focuses on managing low-level disruption to learning and how to maintain a positive environment.	
6	B6 Consistency Explores how teacher consistency builds a positive learning environment.	Half term 2 Clinic 1 Using routines to manage behaviour
7	B7 Positive learning environment Focuses on the classroom culture required for pupils to learn effectively	
8	B8 Making learning manageable Shares the link between success, behaviour and grain size.	
9	B9 Challenge Explores the role challenge plays in pupil behaviour.	
10	B10 Independent practice Considers the link between successful independent practice and expectations, routines and feedback.	
11	B11 Pairs and groups Focuses on how to make paired and group work successful through expectations, routines and culture.	
12	B12 Upholding high expectations Examines how to continually reinforce established foundations.	

Instruction strand

Week	Study and coaching (weekly)	Training
1	I1 Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.	Half-term 3 Conference 2- Responsive Teaching
2	I2 Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment.	

3	I3 Instruction for memory Considers how teaching can support lasting change in pupils.	
4	I4 Prior knowledge Examines the implications prior knowledge and misconceptions have on instruction.	
5	I5 Teacher exposition Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.	
6	I6 Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	
7	I7 Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.	
8	I8 Explicit teaching Explores explicit teaching across a lesson/unit of learning.	Half-term 4 Clinic 2 Giving whole class verbal feedback
9	I9 Scaffolding Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.	
10	I10 Questioning Looks at how effective questions can deepen and extend pupil thinking.	
11	I11 Classroom talk Explores how classroom talk can help to develop pupils' mental models.	
12	I12 Feedback Examines the link between teacher questions, feedback for pupils and responsive instruction.	

Page Break

Subject strand

Week	Study and coaching (weekly)	Training
1	S1 Strand fundamentals and re-contracting Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.	Half-term 5 We suggest not having clinics or conferences in this half term due to exams and existing pressures within schools at this time of year.
2	S2 Planning backwards from learning goals Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.	
3	S3 Types of knowledge Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.	
4	S4 Gaps and misconceptions Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.	
5	S5 Acquisition before application Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates	
6	S6 Promoting deep learning Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.	

7	S7 Developing pupils' literacy Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.	
8	S8 Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.	Half-term 6 Clinic 3 Giving effective praise

Year 2 Conferences and clinics

Suggested timing for delivery	Programme input
	Conference 3: Sustaining wellbeing and implementing change Clinic 4: Pupil thinking and responses Clinic 5: Implementation Clinic 6: Developing pupils' literacy

*As we receive feedback on the content, iterations to the content and sequencing of this content may occur for the coming year. This table is therefore subject to minor changes as the programme evolves and the curriculum is adapted to respond to the needs of ECTs.

Teacher Event descriptions

Teacher Conference 1 (Launch conference): Science of learning and habits of planning	
Audience: all ECTs	Length: 6 hours + breaks
Why is this session important? ECT Conference 1 provides you with essential knowledge about the programme so that you can start the first year feeling confident about how the programme will support you and what you need to do to get the most out of the programme. The conference allows to build on your knowledge of the programme from the online orientation so that you have a detailed understanding of the programme and how it links to the Early Career Framework. This includes understanding how the programme has been designed to have the maximum possible impact on your teaching practice and, ultimately, on your pupils. This conference will support you to develop your knowledge around how people learn and apply this understanding to how to effectively plan lessons. Within the session you will have an opportunity to practise putting this knowledge into practice so, to support you to complete the practice tasks, it's advised that you bring an upcoming lesson plan or unit of work to support your thinking. Conferences also provide a valuable opportunity to meet other early career teachers and start to build a network of support for the coming two years and beyond.	
Session outcomes	
To revisit: <ul style="list-style-type: none"> > Key information about the Early Career Teachers Programme. > How the Early Career Teachers programme will support you to develop your expertise. > Key principles from the science of learning. To understand: <ul style="list-style-type: none"> > The implications of the science of learning on our role as teachers and learners on this programme. > Key habits of planning. 	

Teacher Conference 2: Responsive Teaching

Audience: all ECTs

Length: 6 hours + breaks

Why is this session important?

Being able to understand and respond to your pupils' needs is essential to being an effective teacher. In this session we consider how we can understand what pupils have learned, what they may still be struggling to understand and how we can support them to improve. Within the session you will have the opportunity to reflect on some responsive teaching strategies which you can deploy in your classroom. Ultimately, we want our pupils to become independent learners and engage in positive learning behaviours. Developing pupils' ability to reflect on their learning is a key step in achieving this. In this session, we explore how we can support pupils to develop these metacognitive skills and positive learning behaviours.

Conferences also provide a valuable opportunity to keep building working relationships with your peers so as to further develop your professional network throughout the programme and beyond.

Session outcomes

To:

- > Understand the definition of responsive teaching.
- > Make links between responsive teaching and your current classroom practice.
- > Understand that behaviour is a pre-requisite for learning.
- > Understand and promote the use of metacognition and self-regulation as a tool to support all pupils.
- > Engage in tasks and discussions that aim to further develop your understanding of being a responsive teacher.
- > Consider how you may implement responsive teaching in your classroom and teaching practice.

Teacher Conference 3: Sustaining wellbeing and implementing change

Audience: all ECTs

Length: 6 hours + breaks

Why is this session important?

Within this conference you will learn everything you need to know about the second year of the programme and how it will support you to continue developing your teaching expertise. As you enter the second year of the programme, this session explores the importance of continued professional development throughout your careers and consider approaches you may want to adopt to sustain your professional development in a way which protects your wellbeing. As you are taking greater responsibility for your own professional development in the second year, you will also start to explore a framework which can support you to implement change and further develop your teaching practice to maximise pupil learning.

This session builds on your understanding of pupil and teacher wellbeing which is addressed in clinic 2 and managing workload, which is addressed in clinic 3.

Session outcomes

To understand:

- > What Year 2 of the programme entails.
- > How the programme supports you to develop your expertise.
- > The importance of protecting time for rest and recovery in order to manage your wellbeing.
- > One approach to implementing change and developing your practice to improve pupil outcomes.

To reflect on:

- > How developing your practice and implementing change can support your wellbeing in the longer term.

Teacher Clinic 1: Using routines to manage behaviour

Audience: all ECTs

Length: 1 hour + 30 minutes pre-work

What is a clinic?

Clinics aim to provide you with the opportunity to build on your knowledge of teaching strategies, as well as engage with content which you may not have addressed explicitly with your mentor but which are key to understanding the needs of your pupils. Within clinics you will practise planning for the use of a particular strategy, so that you can apply your understanding to your practice. They are also designed for you to check your own understanding around key learning from the Early Career Framework and clarify any misconceptions you may have around this content.

Why is this session important?

Setting up and maintaining a calm, positive environment for learning is an essential pre-condition needed for pupils to learn. In this clinic you will build on your understanding of routines and by exploring how routines are linked to pupil learning and are an important tool in managing pupils' behaviour. You will also practise planning a routine which you can apply to your own practice.

This clinic will build on self-study modules B2, where you considered the role and importance of routines in your classroom practice.

Prior to this session you should engage with the accompanying materials on Steplab which provides further details of the theory underpinning the approaches explored in the clinic. This should take approximately 30 minutes.

Session outcomes

- > To know that routines are important for establishing a safe environment for all pupils (especially those with special needs).
- > To know some common routines to use in the classroom.
- > To learn the steps for planning a routine and practise using these.

Teacher Clinic 2: Feedback	
Audience: all ECTs	Length: 1 hour + 30 minutes pre-work
<p>What is a clinic?</p> <p>Clinics aim to provide you with the opportunity to build on your knowledge of teaching strategies, as well as engage with content which you may not have addressed explicitly with your mentor but which are key to understanding the needs of your pupils. Within clinics you will practise planning a particular strategy, so that you can apply your understanding to your practice. They are also designed for you to check your own understanding around key learning from the Early Career Framework and clarify any misconceptions you may have around this content.</p> <p>Why is this session important?</p> <p>Providing pupils with feedback so that they know what they know to do to improve and how to do it is one of the most helpful things we can do for our pupils. However, we need to do it in a way which is sustainable for our workload. In this session we explore one strategy which can be helpful to provide feedback in a way which is effective for your pupils but also manageable for you.</p> <p>Prior to this session you should engage with the accompanying materials on Steplab which provides further details of the theory underpinning the approaches explored in the clinic. This should take approximately 30 minutes.</p> <p>Session outcomes</p> <p>To:</p> <ul style="list-style-type: none"> > know that whole class verbal feedback is a fast and effective way to respond to pupils' learning needs. > know that verbal feedback has the additional benefit of reducing workload for teachers, protecting time for rest and recovery. > know the steps in planning to deliver verbal feedback. > know how to script verbal feedback to ensure pupils take the practical steps to improve. 	

Teacher Clinic 3: Giving effective praise	
Audience: all ECTs	Length: 1 hour + 30 minutes pre-work
<p>What is a clinic?</p> <p>Clinics aim to provide you with the opportunity to build on your knowledge of teaching strategies, as well as engage with content which you may not have addressed explicitly with your mentor but which are key to understanding the needs of your pupils. Within clinics you will practise planning a particular strategy, so that you can apply your understanding to your practice. They are also designed for you to check your own understanding around key learning from the Early Career Framework and clarify any misconceptions you may have around this content.</p> <p>Why is this session important?</p> <p>Making pupils feel valued and understood is an essential part of developing positive pupil-teacher relationships. Praise can support pupils to feel motivated and engaged in your lessons. In this session you will building on your understanding of the impact that praise, when linked to pupil effort rather than ability, can have on pupils' self-efficacy and motivation. Within this session you will also have the opportunity to practise applying this strategy by planning what that could look like in your specific context.</p> <p>Prior to this session you should engage with the accompanying materials on Steplab which provides further details of the theory underpinning the approaches explored in the clinic. This should take approximately 30 minutes.</p>	

Session outcomes

To:

- > know that pupils' experience of failure at school can affect their self-esteem and therefore motivation to work hard.
- > know that teachers should praise pupils' effort and emphasise the progress being made to motivate pupils to work hard.
- > practise planning and scripting praise which attributes pupils' success to effort.
- > practise delivering praise which attributes pupils' success to effort.

Teacher Clinic 4: Pupil thinking and responses**Audience: all ECTs****Length: 1 hour + 30 minutes pre-work****What is a clinic?**

Clinics aim to provide you with the opportunity to build on your knowledge of teaching strategies, as well as engage with content which you may not have addressed explicitly with your mentor but which are key to understanding the needs of your pupils. Within clinics you will practise planning a particular strategy, so that you can apply your understanding to your practice. They are also designed for you to check your own understanding around key learning from the Early Career Framework and clarify any misconceptions you may have around this content.

Why is this session important?

As teachers, we want our pupils to be thinking hard about the content we are teaching and to be engaged in the learning. In this session, we explore the impact of hard thinking and pupil participation on their learning and explore one strategy which can support you to ensure all pupils are thinking and responding to your questions, as well as developing your pupils' literacy skills. You will reflect on how this strategy can be applied to your own phase and subject, as well as practise planning this strategy, so that you can apply it to your own practice.

Prior to this session you should engage with the accompanying materials on Steplab which provides further details of the theory underpinning the approaches explored in the clinic. This should take approximately 30 minutes.

Session outcomes

- > To know we need to support all pupils to think hard in our lessons to help them learn.
- > To know pupils can only think deeply about a topic if they have the relevant content knowledge to draw on.
- > To understand that 'Everybody Writes' is one strategy which encourages all pupils to think and participate.
- > To understand how the strategy can be applied to different key stages.
- > To understand how the strategy can support pupils to develop their writing skills.

Teacher Clinic 5: Implementing Change	
Audience: all ECTs	Length: 1 hour + 30 minutes pre-work
<p>What is a clinic?</p> <p>Clinics aim to provide you with the opportunity to build on your knowledge of teaching strategies, as well as engage with content which you may not have addressed explicitly with your mentor but which are key to understanding the needs of your pupils. Within clinics you will practise planning a particular strategy, so that you can apply your understanding to your practice. They are also designed for you to check your own understanding around key learning from the Early Career Framework and clarify any misconceptions you may have around this content.</p> <p>Why is this session important?</p> <p>Being an effective teacher involves continuous reflection and a desire to constantly improve our practice. However, with so many things happening in the classroom at any given time, it can be hard to know which areas of practice to refine or change. In this session we build on your understanding from conference 3 when we started to explore a framework which can support you to identify a priority for change in your practice and implement the change in a way which is evidence informed and which is sustainable.</p> <p>Prior to this session you should engage with the accompanying materials on Steplab which provides further details of the theory underpinning the approaches explored in the clinic. This should take approximately 30 minutes.</p> <p>Session outcomes</p> <p>To:</p> <ul style="list-style-type: none"> > know some of the features for effective implementation. > understand the value of taking time to explore a problem before finding a solution. > know it is most effective to identify and change one key priority. > understand the value of planning for implementing a change. > know the steps for planning to implement a change. 	

Teacher Clinic 6: Teaching key vocabulary	
Audience: all ECTs	Length: 1 hour + 30 minutes pre-work
<p>What is a clinic?</p> <p>Clinics aim to provide you with the opportunity to build on your knowledge of teaching strategies, as well as engage with content which you may not have addressed explicitly with your mentor but which are key to understanding the needs of your pupils. Within clinics you will practise planning a particular strategy, so that you can apply your understanding to your practice. They are also designed for you to check your own understanding around key learning from the Early Career Framework and clarify any misconceptions you may have around this content.</p> <p>Why is this session important?</p> <p>Pupils need to be able to understand a wide range of vocabulary to successfully access our subject/phase. Every teacher has a responsibility to teach their pupils the key vocabulary they need to be successful in their</p>	

subject/phase. In this session you will explore a strategy which can support you to identify and explicitly teach key vocabulary.

Prior to this session you should engage with the accompanying materials on Steplab which provides further details of the theory underpinning the approaches explored in the clinic. This should take approximately 30 minutes.

Session outcomes

To:

- > understand the importance of teaching key vocabulary to improve pupils' spoken language, reading comprehension and writing.
- > know some ways for identifying key vocabulary.
- > learn the steps for planning to teach key vocabulary.
- > practise teaching key vocabulary.

Appendix E - Mentor support on the programme

Below is a table that shows the support for mentors across the programme.

	Input	Time	Mode of delivery	Content
Term 1	Mentor Conference 1	1 day	Face-to-face	<ul style="list-style-type: none"> > Introduction to the ECF > Introduction to the Early Career Teachers Programme > Introduction to instructional coaching > Science of learning: how learners learn
	Optional online content		Online content on Steplab Modules last 15-30 mins each	Modules including: <ul style="list-style-type: none"> > Setting steps > Modelling > Effective practice > ECT Assessment
	Clinic 1: Modelling	1.5 hrs	Seminar on Zoom (1 hour) + online self-study (30 mins)	Deliberate practice – modelling <ul style="list-style-type: none"> > Focus on the importance of modelling in deliberate practice > Features of a high-quality model > Practice with feedback on designing and delivering a high-quality model
	Coaching on coaching 1: Modelling	1.5 hrs	Tailored support from an experienced instructional coach over Zoom (1 hour) + online self-study (30 mins)	<ul style="list-style-type: none"> > A one-to-one conversation and instructional coaching session

Term 2	Elective self-study	2 hrs	Online content on Steplab	Coaching fundamentals: <ul style="list-style-type: none"> > Setting up 'task-based' practice including the importance of maintaining a culture of practice > A deeper look at the stages of the coaching model (detail and video exemplification, example/non-example, quizzes)
	Clinic 2: Deliberate Practice & Providing Feedback	1.5 hrs	Seminar on Zoom (1 hour) + online self-study (30 mins)	Deliberate practice – providing feedback <ul style="list-style-type: none"> > Recap on why we use deliberate practice as a tool throughout the teacher's journey > Focus on the importance of the quality of feedback during deliberate practice > Features of high-quality feedback > Practice with feedback on writing and providing high quality feedback
	Coaching on coaching 2: Deliberate practice	1.5 hrs	Tailored support from an experienced instructional coach over Zoom (1 hour) + online self-study (30 mins)	<ul style="list-style-type: none"> > A one-to-one conversation and instructional coaching session
Term 3	Mentor Conference 2	1 day	Face-to-face	<ul style="list-style-type: none"> > Year 2 on the programme > Further science of learning: how learners learn > Teacher change: how to help teachers keep getting better > Increasing the challenge for your ECT > Adapting the coaching model as expertise builds > Building self-regulation
	Elective self-study	2 hrs	Online content on Steplab	<ul style="list-style-type: none"> > Teacher expertise – what does it look like and how do we build it > Providing challenge within the programme
Year 2	Clinic 3: Steps and adaptations	1.5 hrs	Seminar on Zoom (1 hour) + online self-study (30 mins)	Steps and adaptations <ul style="list-style-type: none"> > Reviewing the characteristics of an effective step > Adapting steps to suit your context and the expertise of your ECT
	Coaching on coaching 3: Developing perception	1.5 hrs	Tailored support from an experienced instructional coach over Zoom (1 hour) + online self-study (30 mins)	<ul style="list-style-type: none"> > A one-to-one conversation and instructional coaching session
	Elective self-study	2 hrs	Online content on Steplab	<ul style="list-style-type: none"> > Promoting transfer

Appendix F - Further reading

- > [Updated DfE Statutory Guidance](#)
- > [Early Career Framework](#)
- > To read a further blogs about the early career framework and the ECT programme, click [here](#).
- > To read about what it is like being a mentor on the Early Career Teacher's programme, click [here](#).

Appendix G - Late starter guidance

There are several reasons why participants on our programme (both teachers and mentors) may be accessing our programme content at different points in the year. For example, participants who-change schools, who return to work after a break from their ITT year, change roles, work part time, and those who are returning from maternity or paternity leave. All these reasons, amongst others, mean that some participants will be joining the programme at different times.

As outlined in the [Non-Standard Induction Policy](#), Lead Providers must ensure they make provision for early career teachers and mentors who may require an extended period of induction, including breaks in induction such as maternity leave, and for those who move schools during induction. **Participants have a statutory entitlement to access all our programme content, regardless of when they join the programme.**

When considering the timings of programme inputs, it is also helpful to bear in mind the payment windows specified by the DfE to ensure that you will receive the appropriate payment for each participant. Based on the payment guidance, **it is recommended that delivery partners ensure that at least one programme input is delivered each term.** In addition to ensuring delivery partners comply with the financial payment windows, spacing out programme inputs so that participants (both mentors and teachers) are not overwhelmed with too much input in one go or have too infrequent occasions to engage in content will also have an impact on their ability to learn the key content and apply the learning to their practice.

In this guide, we have provided suggested programme structures, depending on when your teachers or mentors join the programme. In the guides below, we have explained the rationale for these timings so that you are able to make more informed decisions around when you choose to hold events for your teachers and mentors.

1. Early career teacher Inputs

	Whole programme		Year 1	Year 2
	Length	Total number	Number	Number
ECT Conferences	1 day	3	2	1
ECT Clinics	1 hour	6	3	3
Coaching	1 hour	56	36 (weekly)	18 (fortnightly)

2. Rationale for suggested sequence of inputs for ECTs

The **Online Orientation and Teacher Conference 1** introduce the teachers to the programme, to the ECF and frames their whole induction period. These inputs therefore **need to come first**. If possible, it would be helpful to complete the Online Orientation prior to Conference 1 as this is where teachers gain experience around how to use our online platform Steplab, as well as learn the basics around the programme and the form of coaching they will receive from a mentor. If possible or relevant, it would be helpful for teachers to complete this training as part of their school induction.

It is also important to **try and avoid setting sessions for known “pinch points” during the school year**. For example, it is recommended that the **inputs be kept to a minimum during half term 5** when many teachers will be busy with pupil assessments.

Conference 3 introduces teachers to the second year of their programme and provides information about the support they will receive and what is expected of them throughout their second year. It is therefore **recommended that this conference take place as close to the beginning of their second year of the programme (or at the beginning of a school term) as possible**.

The **clinics contain ‘standalone’ content** or have minimum ‘pre-requisites’, so that **they can be taken at any point during the programme without compromising learning or fidelity to the programme outcomes**.

3. Suggested programme sequence for early career teachers starting in January

Year	Half term 3	Half term 4	Half term 5	Half term 6	Half term 1	Half term 2
Y1	Online orientation Conference 1	Clinic 1		Conference 2*	Clinic 2	Clinic 3
	Weekly Coaching (by mentor)	Weekly Coaching	Weekly Coaching	Weekly Coaching	Weekly Coaching	Weekly Coaching
Y2	Conference 3	Clinic 4		Clinic 5	Clinic 6	
	Fortnightly coaching	Fortnightly coaching	Fortnightly coaching	Fortnightly coaching	Fortnightly coaching	

*Depending on when in Half Term 6 Conference 2 would be delivered, the framing around responsive teaching may be tweaked so that teachers focus their efforts on how they will embed these strategies in the academic year to come.

4. Suggested programme sequence for early career teachers starting in May

Year	Half term 5	Half term 6	Half term 1	Half term 2	Half term 3	Half term 4
Y1	Online orientation Conference 1	Clinic 1		Conference 2	Clinic 2	Clinic 3
	Weekly Coaching (by mentor)	Weekly Coaching	Weekly Coaching	Weekly Coaching	Weekly Coaching	Weekly Coaching
Y2	Conference 3		Clinic 4	Clinic 5	Clinic 6	
	Fortnightly coaching (by mentor)	Fortnightly coaching	Fortnightly coaching	Fortnightly coaching	Fortnightly coaching	Fortnightly coaching

5. Suggested programme sequence for early career teachers starting mid-way through a term

For early career teachers who start mid-way through a term, it is advised that:

- Teachers read a **one pager document** which introduces the fundamental knowledge around the programme and the instructional coaching model they will be engaging with throughout the programme.
- Where possible, teachers complete the online orientation on Steplab.
- Where possible, teachers start to engage with self-study modules.
- Where possible, teachers start to engage in instructional coaching.

6. Mentor inputs

	Whole programme		Year 1	Year 2
	Length	Total number	Number	Number
Mentor conferences	1 day	2	2	0
Mentor Peer Learning Groups	1 hour	3	2	1
Coaching on Coaching	1 hour	3	2	1
Deliver coaching	1 hour	56	36 (weekly)	18 (fortnightly)

7. Suggested programme sequence for Mentors

Mentors, alongside the previous factors mentioned above, may also start at different points in the year due to their changing schools, changing roles, or new ECTs arriving.

For mentors, the **Online orientation and Mentor Conference 1** introduces mentors to the ECF and to the programme. **It is therefore recommended that mentors engage in this content first.**

If possible, it would be helpful to complete the Online Orientation prior to the first conference as this is where mentors gain experience around how to use our online platform Steplab, as well as learn the basics around the programme and the form of coaching they will be adopting with their early career teacher. If possible or appropriate, it would be helpful for mentors to complete this training as part of their school induction or before the new ECT arrives.

Similar to the ECTs, it is recommended that the **inputs be kept to a minimum during half term 5** when many teachers will be busy with pupil assessments.

The clinics all delve into aspects of the coaching model which mentors are using with their ECTs. The order of the clinics and the timing in which they take place is therefore flexible. Where possible, it is helpful to consider not having too many inputs in one given half term, again to consider the workload of mentors.

*For participants beginning in January 2023, it is advised that mentors engage in the Online Orientation and Conference 1 in December of 2022, where possible. For example, if new staff have a day ahead of their move, this time could be spent engaging with this content.

8. Example Mentor Journeys – January start

Below are two examples of mentors joining the programme in **January 2023**.

Mentor A

Mentor A completes their Online orientation and the Conference 1 and then starts attending sessions with the rest of the existing September cohort. Mentor A will fill in the gaps of sessions they have missed once in Year 2 of the programme (Clinic 1 and Coaching on Coaching 1).

Year 1	Year 2
<ul style="list-style-type: none"> Mentor conference 1 (January 2023) 	<ul style="list-style-type: none"> Mentor clinic 3 (January 2024)
<ul style="list-style-type: none"> Mentor clinic 2 (March/April 2023) 	<ul style="list-style-type: none"> Coaching on coaching 3 (January/March 2024)
<ul style="list-style-type: none"> Coaching on coaching 2 (March/April 2023) 	<ul style="list-style-type: none"> Mentor clinic 1 (November 2022/January 2024)
<ul style="list-style-type: none"> Mentor conference 2 (June/July 2023) 	<ul style="list-style-type: none"> Coaching on Coaching 1 (December 2023/February 2024)

Mentor B

Mentor B completes the Online orientation and Conference 1 and then completes the rest of the inputs in the suggested order but at different times to the September Cohort. These are the timings of the different inputs covered for Mentor B:

Year 1	Year 2
<ul style="list-style-type: none"> Mentor conference 1 (January 2023) 	<ul style="list-style-type: none"> Mentor clinic 3 (February 2024)
<ul style="list-style-type: none"> Mentor clinic 1 (February/March 2023) 	<ul style="list-style-type: none"> Coaching on coaching 3 (March/May 2024)
<ul style="list-style-type: none"> Coaching on coaching 2* (April/May 2023) 	
<ul style="list-style-type: none"> Mentor conference 2 (September 2023) 	
<ul style="list-style-type: none"> Mentor clinic 2 (October 2023) 	
<ul style="list-style-type: none"> Coaching on coaching 1 (November 2023) 	

*In this case, Coaching on Coaching 2 comes before Coaching on Coaching 1 because the mentor is following the same window which the September cohort (2022-2023) have but then in November 2022, the mentor then follows the same order as the September cohort (2023-2024).

The above are merely suggestions. Delivery Partners can also create their own Mentor journeys to suit the needs of their mentors and their context.

9. Suggested programme sequence for Mentors starting in May

Below are two examples of mentors joining the programme in **May 2023**.

Mentor A

Mentor A completes the Online Orientation and Conference 1 before they start mentoring after Easter. In the final half term of the academic school year, they engage with Mentor clinic 1. In September they join the rest of the September cohort (those joining for the academic year 2022- 2023) and engage with the remaining inputs for Year 1. In Year 2 they follow the same cadence as the September cohort as well.

Year 1	Year 2
<ul style="list-style-type: none"> Mentor conference 1 (March/April 2023) 	<ul style="list-style-type: none"> Mentor conference 2 (June 2024)
<ul style="list-style-type: none"> Mentor clinic 1 (June/July 2023) 	<ul style="list-style-type: none"> Mentor clinic 3 (January 2025)
<ul style="list-style-type: none"> Coaching on coaching 1 (Dec 2023/February 2024) 	<ul style="list-style-type: none"> Coaching on coaching 3 (January/February 2025)
<ul style="list-style-type: none"> Mentor Clinic 2 (March/April 2024) 	
<ul style="list-style-type: none"> Coaching on coaching 2 (March 2024/May 2024) 	

Mentor B

Mentor B completes the Online Orientation and Conference 1 before Easter (2022). The delivery partner decides that because they want to sustain the momentum of the programme for them, mentor B engages with the content half a term earlier than the September cohort so ends up completing the programme inputs for year 1 by May 2023. In Year 2 the Delivery Partner decides that Mentor B will follow the same cadence as the September Cohort starting Academic year 2022-2023.

As with January starters, Delivery Partners can choose the sequencing and timing of sessions to suit the needs of their mentors and their context.

Year 1	Year 2
<ul style="list-style-type: none"> Mentor conference 1 (May/June 2022) 	<ul style="list-style-type: none"> Mentor clinic 3 (September/October 2023)
<ul style="list-style-type: none"> Mentor clinic 1 (June/July 2022) 	<ul style="list-style-type: none"> Coaching on coaching 3 (January/March 2024)
<ul style="list-style-type: none"> Coaching on coaching 1 (September/October 2022) 	
<ul style="list-style-type: none"> Mentor Clinic 2 (Jan/Feb 2023) 	
<ul style="list-style-type: none"> Mentor conference 2 (March/May 2023) 	

10. Suggested programme sequence for Mentors starting mid-way through term

For Mentors who start mid-way through a term, it is advised that:

- The Induction Coordinator meets with the mentor to give them an overview of the instructional coaching model and sets expectations around the mentor role, the guidance for which can be accessed [here](#) and on
- Mentors engage in asynchronous content (accessible [here](#)), introducing them to contracting and instructional coaching (this is pre-work in preparation for the Online Orientation and Mentor Conference 1, which build on this key learning).
- Where possible, mentors engage in the online orientation.
- Where possible, mentors start to engage with Steplab to view the self-study modules their ECTs will be looking at.