

Induction coordinator briefing 2022/23

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The Early Career Team



Jo
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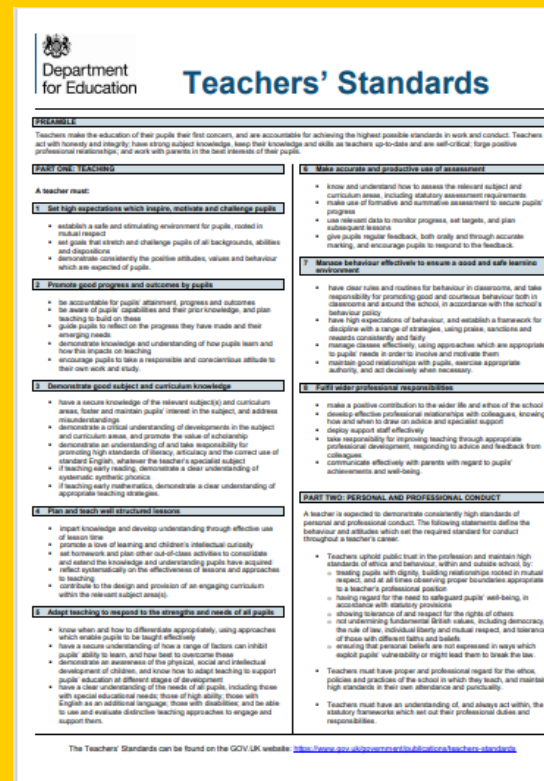
Kay
Director of TSH

Early Career Framework

Early Career Framework

- ECF is a curriculum of learning for Early Career Teachers (ECTs). The Teacher Standards are assessment criteria which ECTs need to meet in order to qualify as a teacher.
- Divided into 8 sections: Designed to map onto the teacher standards.
- The ECF is a curriculum of learning to develop Early Career Teacher's expertise.

Teachers' Standards



What is the difference between AB and ECF?

Appropriate Body

- Is the assessment of teachers against the Teachers Standards.
- Will take the recommendation of the headteacher to award full status as a teacher after the two-year induction period.
- Is statutory.
- Will support any teachers failing to meet the teacher standards – any issues or concerns should come to the appropriate body.
- ECT manager

Early Career Framework

- Is a support framework for new teachers.
- Is not an assessment tool.
- Provides support and training for both early career teachers and their mentors.
- Can be accessed through a number of providers and does not have to be through the same hub/provider as AB.
- Steplab
- Ambition Institute

Induction coordinator role

- To support the registration and 'onboarding of ECTs and mentors.
- Promote engagement with the ECF within school.
- Monitor participant engagement
- Hold mentors and early career teachers to account.
- Act as a liaison between your ECF and Appropriate body provider.
- Write the progress and assessment reports for your ECTs

Mentor

Profile: An experienced, practicing classroom teacher keen and able to support the teacher to develop.

Role: Directly supports the teacher in their development.

Responsibilities on the programme: Ensuring that the teacher understands and successfully embeds their learning into their classroom practice through effective coaching and learns about effective coaching.

Induction Co-ordinator

Profile: A member of the school's senior leadership team.

Role: Is the main point of contact for the programme.

Responsibilities on the programme: Responsible for ensuring the programme runs effectively across the school and that teachers and mentors are supported and held to account for their responsibilities. Tracking and improving the implementation of the programme over time.

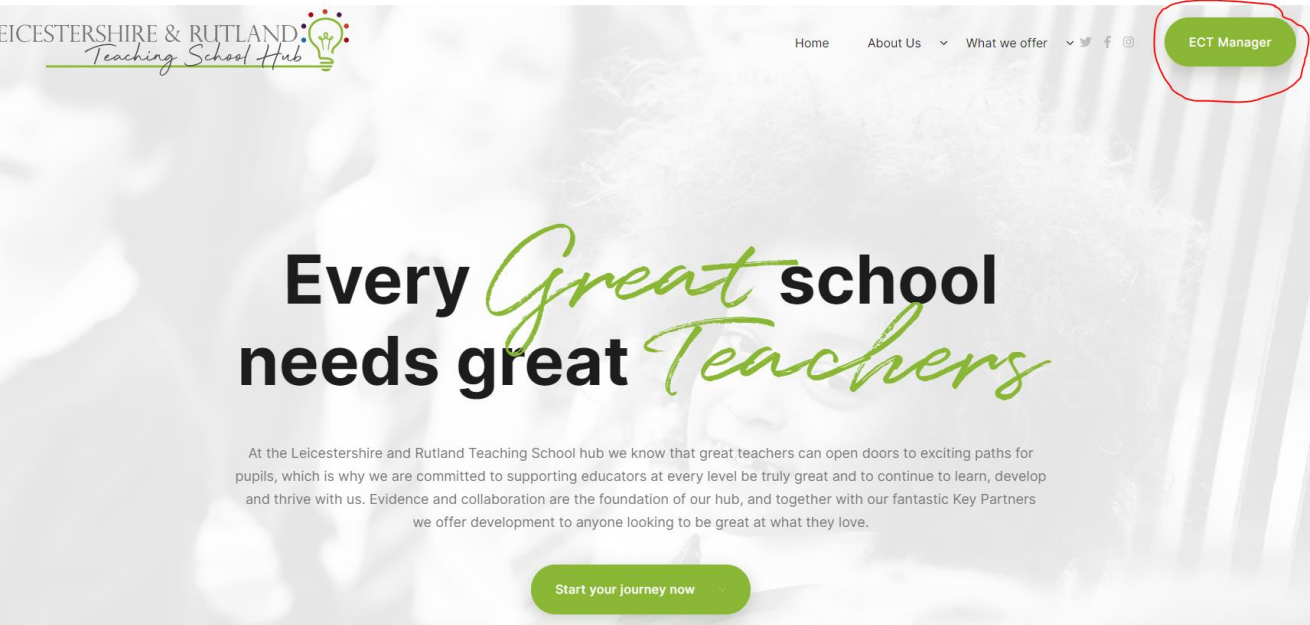


Non- ECF, mentor tasks:

- School safeguarding training
- Setting up your ECT with a meeting with the SENCo
- Introduction to key staff members in the school.
- Phone calls home – model what you expect from both a positive and negative phone call home.
- Parents evenings – make sure your ECT knows how to schedule in parents evening slots and run through a typical conversation.
- Key school dates – make sure your ECT knows about book scrutiny's, learning walks, key assemblies, fancy dress days etc.
- Encourage your ECT to observe good practice – give them a list of people to watch who are brilliant at certain things and observe with them if possible.

ECT Manager: Login

www.lrtshub.org.uk



LEICESTERSHIRE & RUTLAND Teaching School Hub

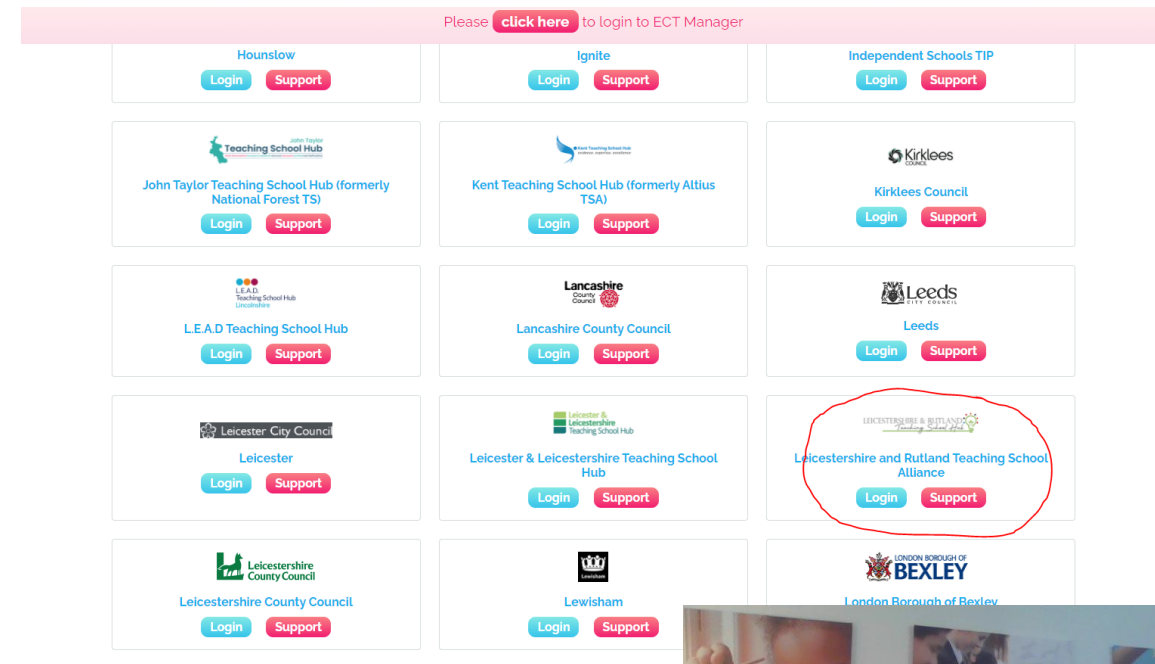
Home About Us What we offer ECT Manager

Every Great school needs great Teachers

At the Leicestershire and Rutland Teaching School hub we know that great teachers can open doors to exciting paths for pupils, which is why we are committed to supporting educators at every level be truly great and to continue to learn, develop and thrive with us. Evidence and collaboration are the foundation of our hub, and together with our fantastic Key Partners we offer development to anyone looking to be great at what they love.

Start your journey now

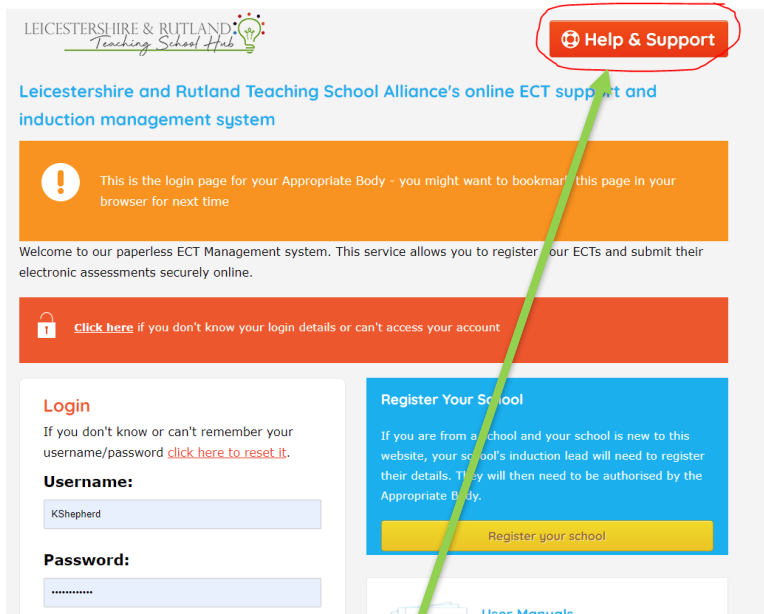
www.ectmanager.com



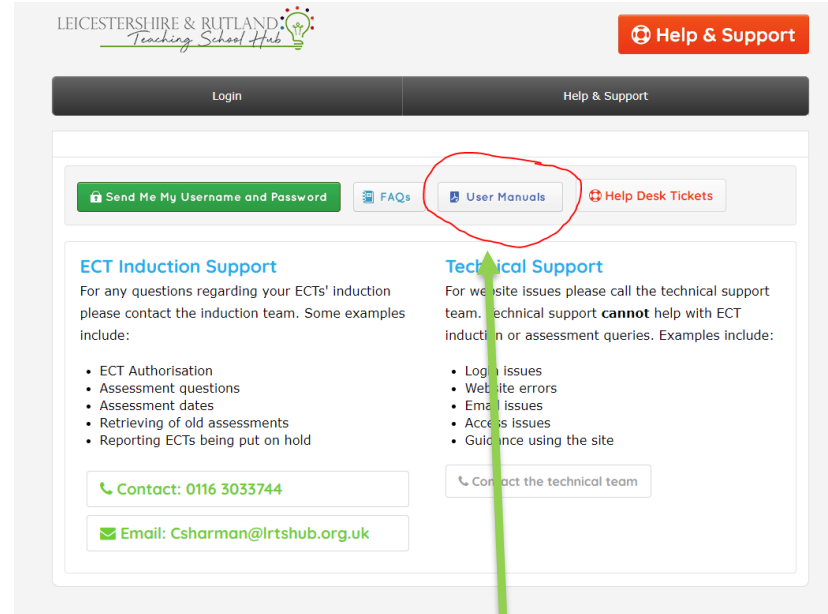
Please [click here](#) to login to ECT Manager

Hounslow Login Support	Ignite Login Support	Independent Schools TIP Login Support
John Taylor Teaching School Hub (formerly National Forest TS) Login Support	Kent Teaching School Hub (formerly Altius TSA) Login Support	Kirklees Council Login Support
LEAD Teaching School Hub Login Support	Lancashire County Council Login Support	Leeds Login Support
Leicester City Council Login Support	Leicester & Leicestershire Teaching School Hub Login Support	Leicestershire and Rutland Teaching School Alliance Login Support
Leicestershire County Council Login Support	Lewisham Login Support	LONDON BOROUGH OF BEXLEY Login Support

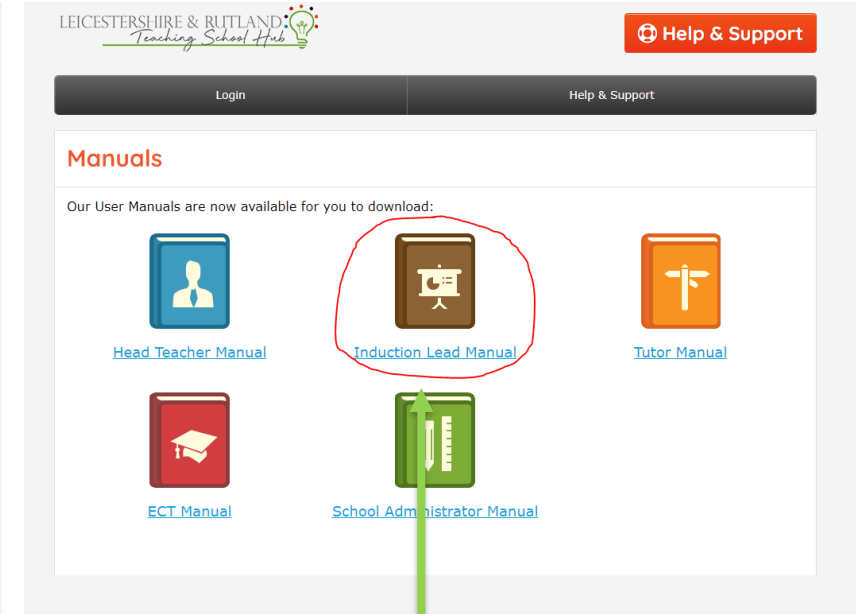
ECT Manager: Support



1. On the home page click on the help and support button



2. Click on the user manual button



3. Click induction lead manual



ECT Manager: Register your ECTs and Mentors (tutors)

Register an ECT

- 1 From the top grey menu move your mouse pointer over NQTs. A drop down menu will appear.

Your NQTs

Assessments

Tutors

School

Courses

Resources

Register NQT

List of NQTs

Alerts

NQT Registration - Step One - Personal Details

National College for Teaching and Leadership Registration Information
These details must be **exactly** the same as those registered with the National College for Teaching and Leadership, including middle name(s) where those were registered.

Title: Please Select ▾

First Name:

Last Name:

Previous Surname: (if applicable)

Email Address:

Date of Birth: 15 ▾ August ▾ 1996 ▾

Teacher Ref. No: (seven digit number without the '/')

☐ This NQT did their training outside of England and does not have a TRN

National Insurance:

Registration Type
Please select the registration type that best suits your NQT:

- ☒ A new NQT, starting their first term of induction
- ☐ An existing NQT who has already partially completed induction at this school
- ☐ An existing NQT who has partially completed induction at a different school

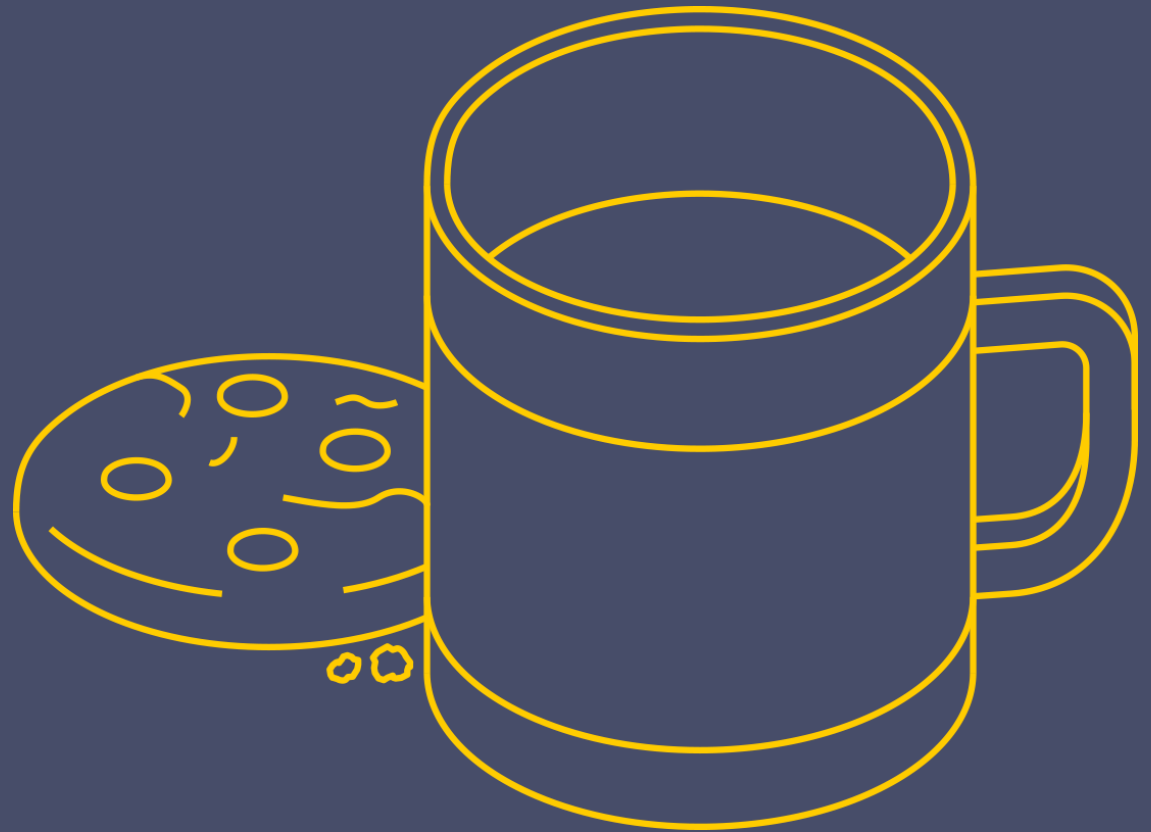
→ Continue



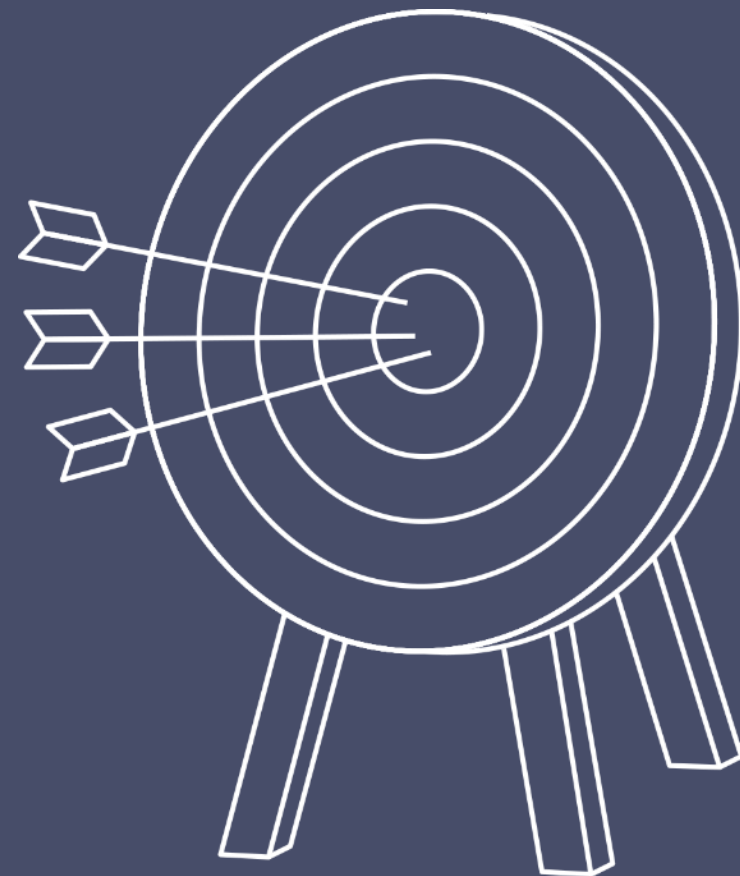
ECT Manager: reporting dates 2022/23

- Due 14 days before the end of each term.
- They will be available to complete ahead of this date.
- You will get an email reminder that they are due.
- We have completed examples if you would like to see one.

Break
Time in here



Being an Induction Coordinator on the Ambition ECF



Workbook



ECF and Ambition

Department for Education: Early Career Framework

- > List of evidence-informed teaching practices
- > Entitlement to training and support

Ambition Institute:

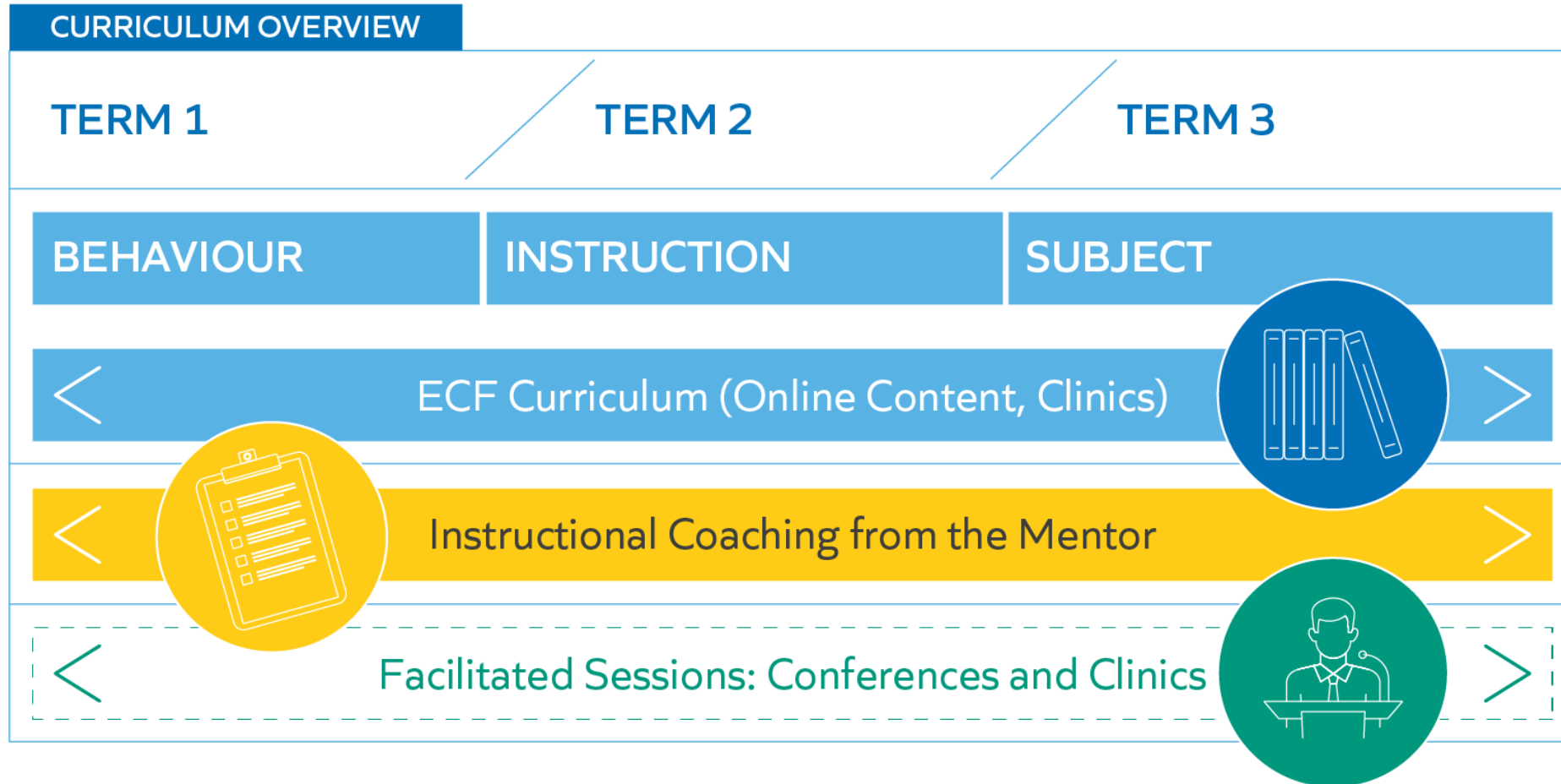
Early Career Teachers programme

- > Sequenced curriculum of teaching practice
 - Self-study, clinics & conferences
- > Structured feedback and practice through weekly instructional coaching

Mentor training programme

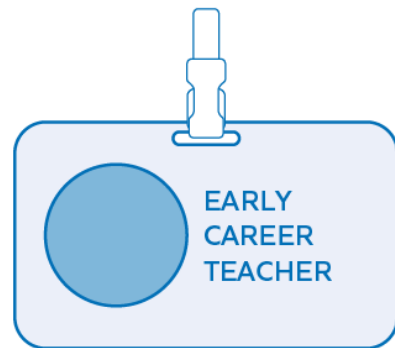
- > Upfront and ongoing training in instructional coaching

Reminder: three strands of ECT curriculum



Typical week for mentors and teachers

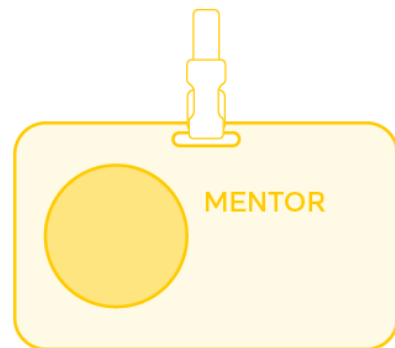
OVER THE COURSE OF A WEEK



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

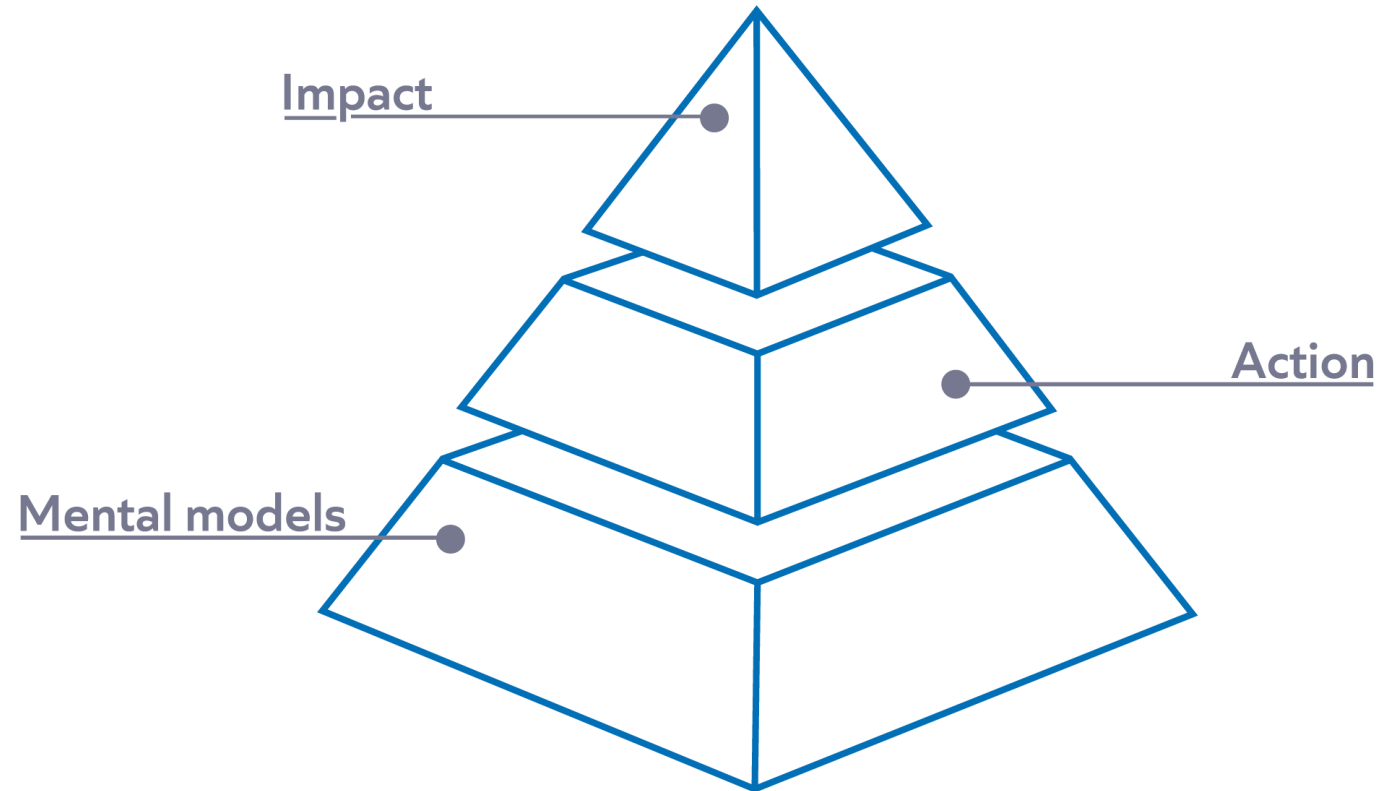


Year 2

- Fortnightly instructional coaching
- Deepen understanding of ECF through stretch materials
- Self-regulation

What is teacher expertise?

- > Knowledge guides action which influences impact



What might mastery look like?

Initial teacher training framework

Learn that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

Learn how to Communicate a belief in the academic potential of all pupils, by:

- > Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.

Early Career Framework

Learn that teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.

Learn how to Communicate a belief in the academic potential of all pupils, by:

- > Using intentional and consistent language that promotes challenge and aspiration.
- > Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.
- > Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.
- > Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).

Programme principles

- > Key learning broken down into small, manageable chunks
- > Clear modelling of effective practice
- > Multiple opportunities to return to key learning
- > Practice and feedback
- > Contextualised
- > Familiar routines

Understanding the ECT Programme

Instructional coaching

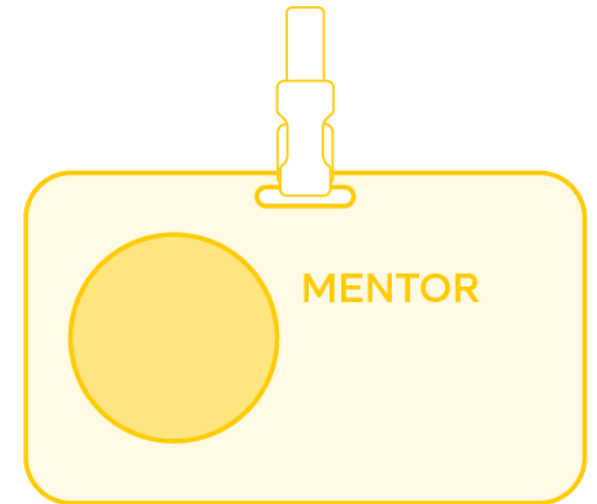
Being an effective induction coordinator

Steplab

Next steps

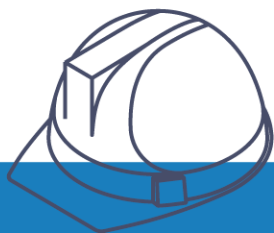
Role of the mentor

- > Leads the development of a teacher or number of teachers on the Early Career Teachers Programme
- > Use Steplab to facilitate weekly instructional coaching sessions
- > Responsible for their teacher(s) engaging with the programme and developing mastery of the content from the Early Career Framework
- > Adapt Ambition Institute's resources to their context to provide the ECT with subject/phase specific examples which the teacher can apply to their own practice
- > **NOT** responsible for assessment against the Teachers' Standards as part of the ECT's induction



Deliberate Practice

THE FIVE PRINCIPLES OF DELIBERATE PRACTICE



**Push beyond
one's comfort
zone**



**Work toward
well-defined,
specific goals**



**Focus intently
on practice
activities**



**Receive and
respond to high-
quality feedback**



**Develop a
mental model of
expertise**

What is instructional coaching?

An observation and feedback cycle in which instructional experts work with teachers to discuss their practice in a way that is:

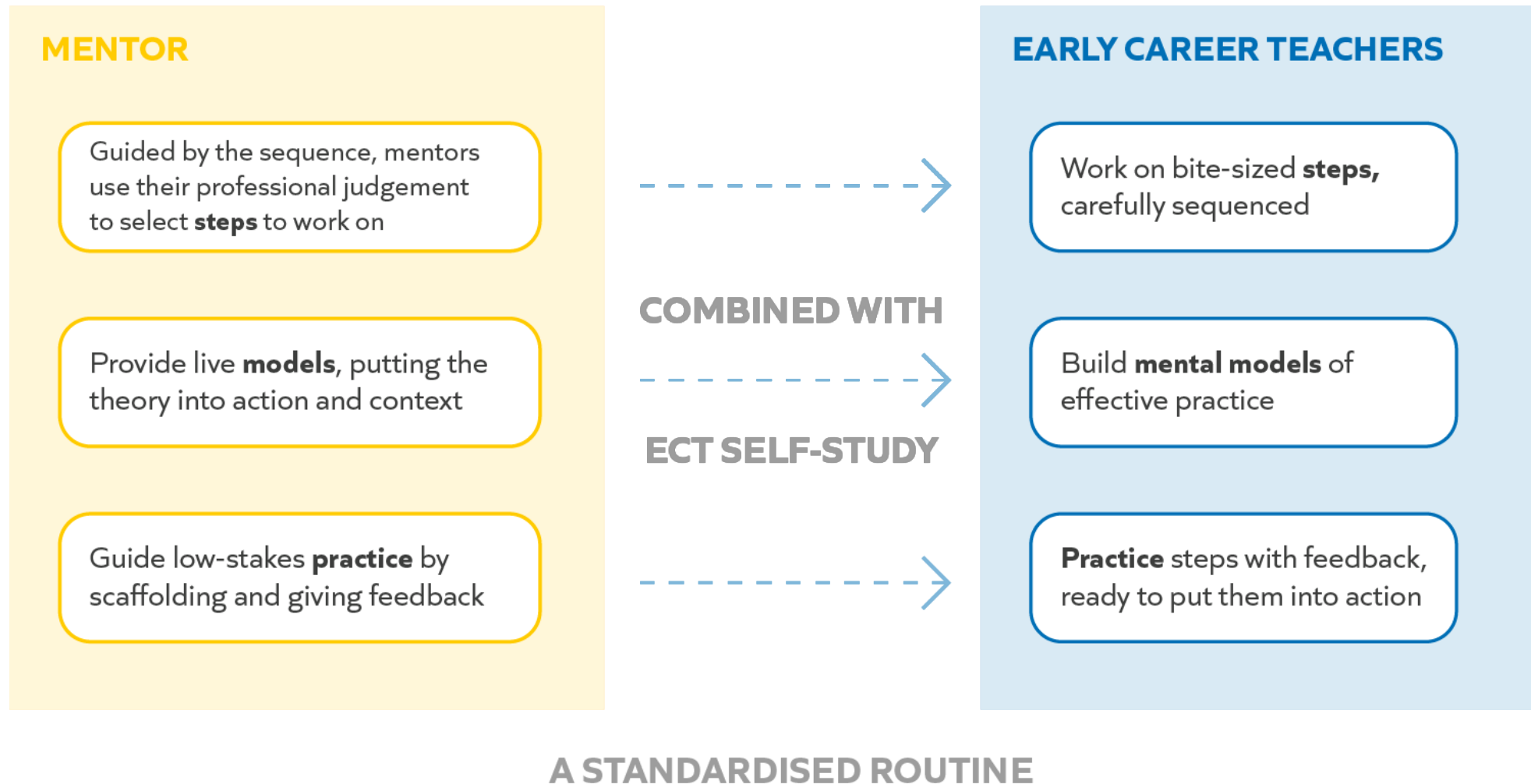
- A. Individualised
- B. Recurring
- C. Sustained
- D. Classroom/practice-based
- E. Focused on specific skills

Instructional coaching overview

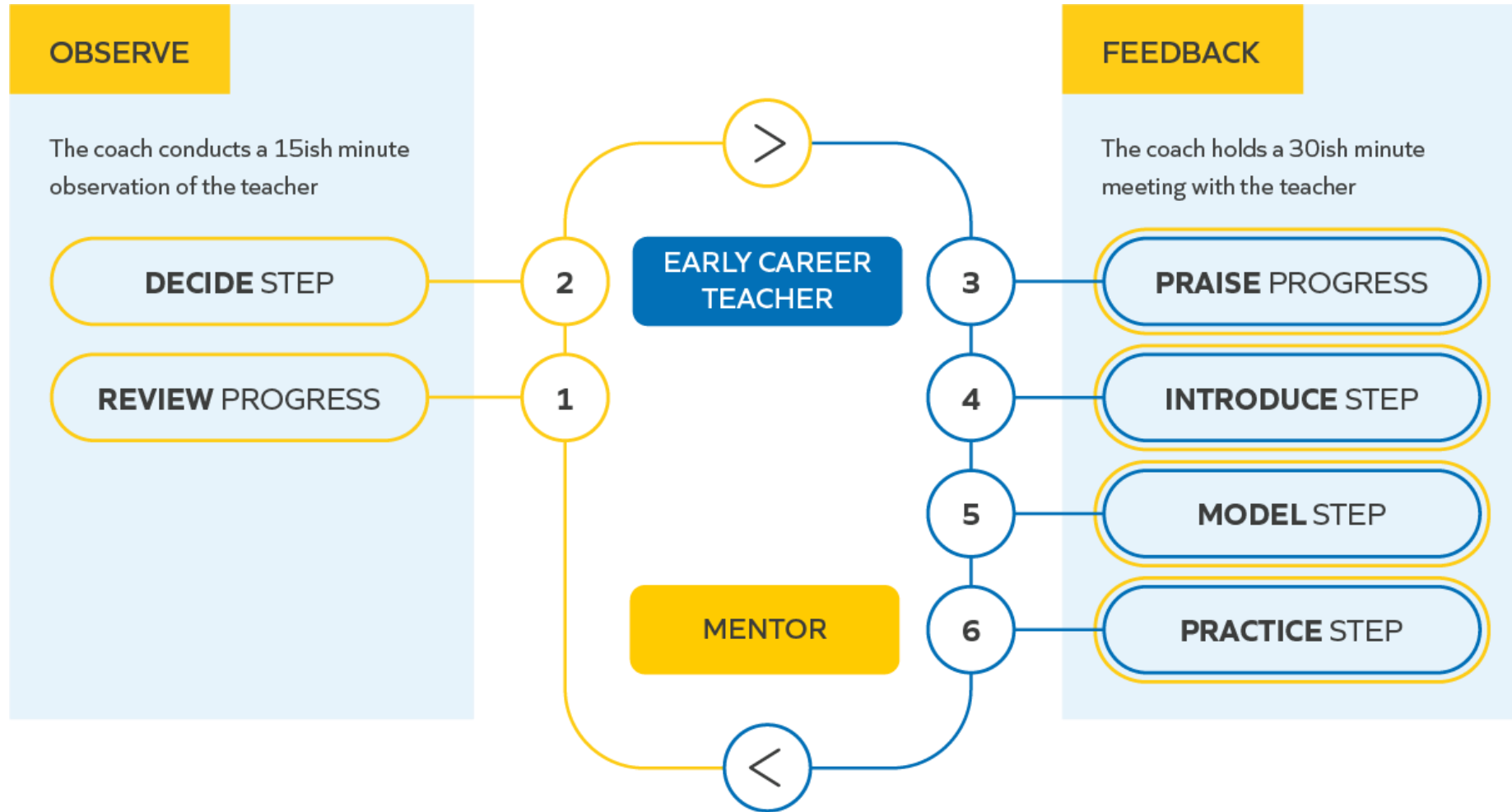


Steplab

Instructional coaching: key features



Instructional coaching model



What isn't instructional coaching?

- > ECT led-coaching
- > Traditional mentoring
- > Purely reflective mentoring

Discussion

- How does this form of coaching differ to other forms of coaching or mentoring?
- Considering the type of coaching processes within your school, what are the key messages about instructional coaching that you will want to communicate to your SLT to get buy in?
- How will you need to support your mentors to embed this form of coaching in your school?



Enabling conditions

Read the extract and consider the following:

- > Which of the enabling conditions do you feel are easier/ harder to embed within your context?
- > Who will you need to work with to ensure these conditions are met?
- > Who within your school can support you to coordinate these enabling conditions?

Discussion

- > Which of the enabling conditions do you feel are easier/ harder to embed within your context?
- > Who will you need to work with in order to ensure these conditions are met?
- > Who within your school can support you to coordinate these enabling conditions?



Although the evidence base isn't robust, there is an increasing body of research showing that local adaptations can potentially be beneficial to implementation, encouraging buy-in and ownership, and enhancing the fit between an intervention and the local setting...Too much flexibility can be damaging, however, with over-modification resulting in lack of impact, particularly where modifications are made to the core components of the intervention. As such, teachers shouldn't view fidelity as a threat to professional autonomy, rather see it as guide to understanding where to be 'tight' and where to be 'loose'.



Questions and reflections

Questions and reflections on:

- > The way induction coordinators in the scenarios applied their understanding of effective implementation, the programme principles and the existing flexibility on the programme
- > The content covered in the scenarios

Understanding the ECT programme

Instructional coaching

Being an effective induction coordinator

Steplab

Next steps

Video

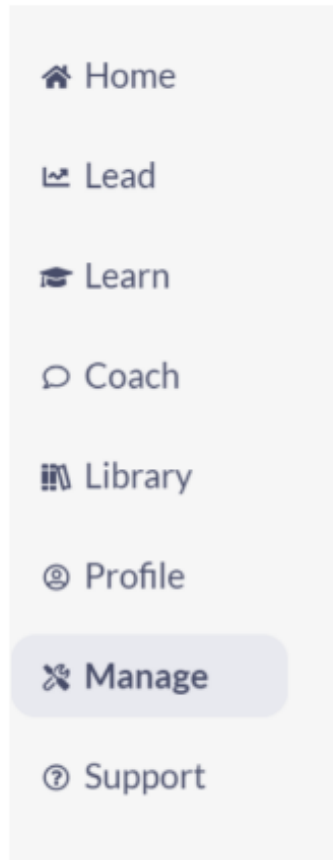
Watch the video introducing steplab and consider:

- > How might the functionality support you in your role as induction coordinator?

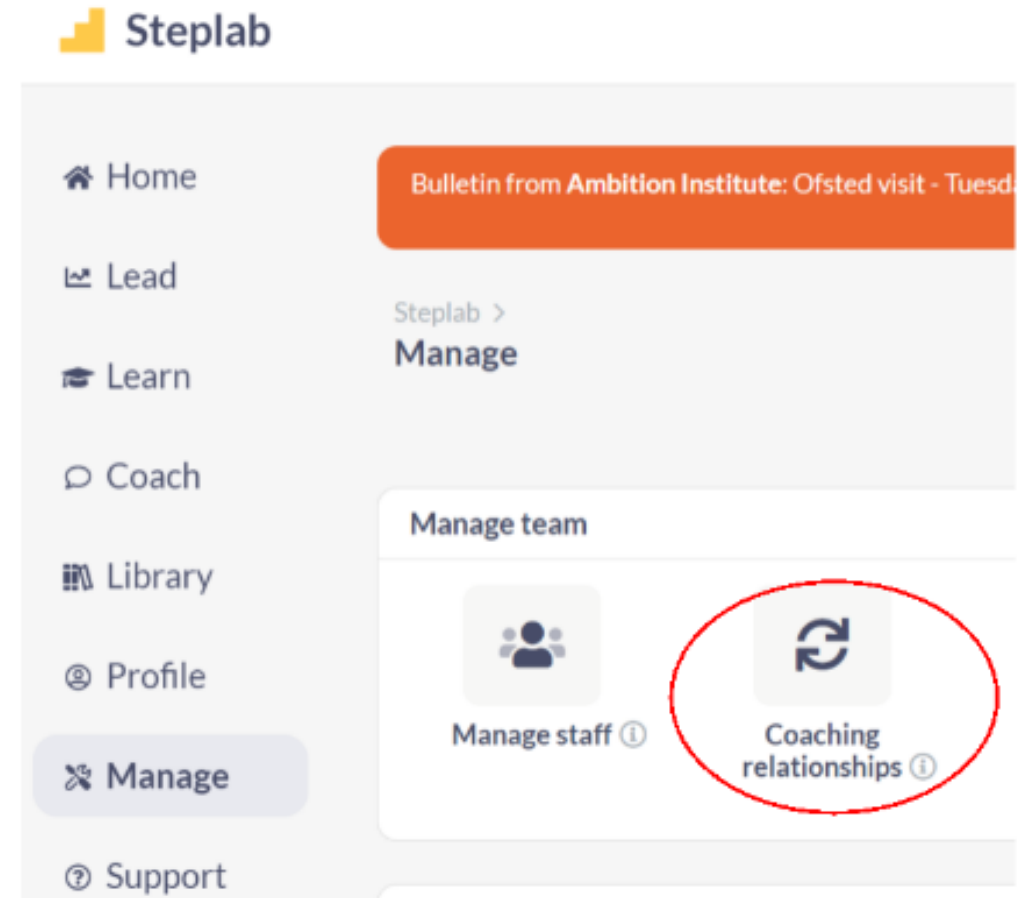
Tasks to do in September

Match your coaches (mentors) and ECTs

Step 1: Select the Manage tab on the left-hand side of the home page.



Step 2: Select Coaching Relationships

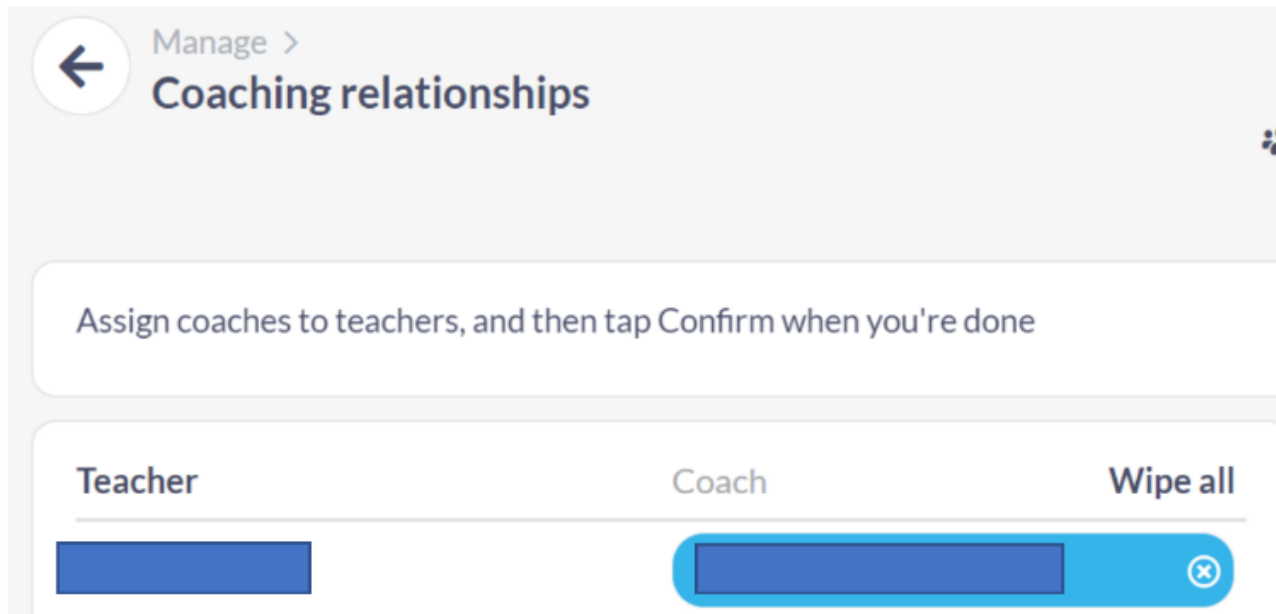


Tasks to do in September

Match your coaches (mentors) and ECTs

Step 3: Find the name of the ECT you would like to assign a coach for in the list of ECTs at your school.

Step 4: Click on the box under the title coach and select from the list of Mentors registered to your school.



The screenshot shows a mobile app interface for managing coaching relationships. At the top, there is a header bar with a back arrow icon, the text 'Manage >', and the title 'Coaching relationships'. Below the header, there is a light gray box containing the instruction: 'Assign coaches to teachers, and then tap Confirm when you're done'. Underneath this, there is a table with three columns: 'Teacher', 'Coach', and 'Wipe all'. The 'Teacher' column contains a blue rectangular box. The 'Coach' column contains a blue rectangular box with a white 'x' icon in a circle at its right end. The 'Wipe all' column is currently empty.

Teacher	Coach	Wipe all
<div></div>	<div></div>	

If this has worked correctly, the name of the coach will appear next to the name of the ECT you would like them to be matched with.

Implementation and tracking

- > 1. Are ECTs doing their weekly 'study' (watching the video, reading the evidence summary, and doing the quiz/reflection)?
- > 2. Are mentors coaching each week (doing preparatory study, observing teaching, conducting coaching feedback meeting)?
- > 3. Are ECTs and mentors attending scheduled training sessions?

Ongoing tasks

Track your coaches (mentors) and ECTs

Lead Tab review

- > Track and monitor programme engagement
- > Track and monitor quality of coaching
- > Assign coaches to ECTs
- > Pause participants on the programme

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