



REDHILL
TEACHING HUB

Early Career Framework Induction (Mentors)



Your Speaker



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The Redhill Teaching Hub

- 01** Outline of the ECF
- 02** Outline of the EDT programme
- 03** The role of the mentor
- 04** What to do next.....



02 Early Career Framework (ECF)

“There are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.”

Early Career Framework:

Key changes compared to NQT

1

ECT,
not NQT

2

2 year
programme

3

Two formal
assessments
and termly
reviews

4

Training
must cover
the ECF

5

All training
provided
through Hub



Teachers Standards:

The 8 Sections

S1. High Expectations

S2. How pupils learn

S3. Subject and curriculum

S4. Classroom Practice

S5. Adaptive Teaching

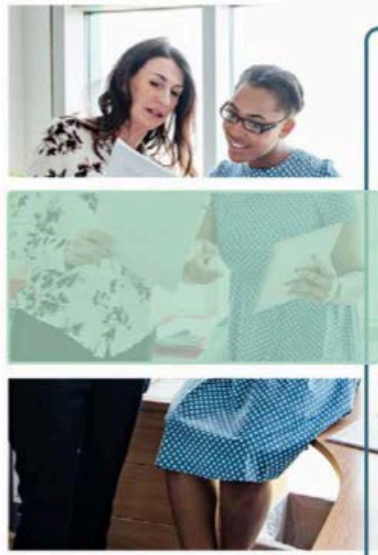
S6. Assessment

S7. Managing Behaviour

S8. Professional



02 The Education Development Trust (EDT): Our Chosen National Provider



 **EARLY CAREER
PROFESSIONAL
DEVELOPMENT**

"The Early Career Framework offers a really comprehensive roadmap of the knowledge and competences which will make novice teachers more effective in the classroom. With our support, mentors in their schools will help to develop new teachers' expertise and make a positive difference to their competence, confidence and motivation at this crucial stage in their careers."

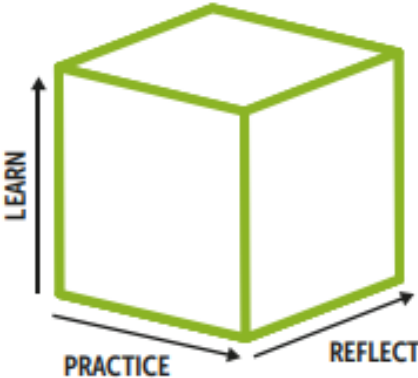
**MATT DAVIS, REGIONAL DIRECTOR UK,
EDUCATION DEVELOPMENT TRUST**

EDT:















Programme content & topics

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

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



Early Career Framework: Training Schedule for ECTs

ECT	YEAR 1			YEAR 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
	Regional training			Regional training			
		 5 HRS		 6 HRS			
Local group sessions 3 HRS EACH							12 HRS
Webinars 1 HR EACH	 x2						7 HRS
Self-study	 26 HRS			 5 HRS			31 HRS
Weekly mentor sessions			Fortnightly mentor sessions				

Early Career Framework: Training Dates for ECTs



<u>Week commencing</u>	<u>ECT training dates</u>
11 th October 2021	<u>Local training – face to face – half a day</u> Monday 11 th Oct - Newark & Sherwood (morning) Tuesday 12 th Oct - Bassetlaw (morning) Wednesday 13 th Oct - Derbyshire (morning) Friday 15 th - Gedling (morning)
10 th January 2022	<u>Regional Training – online – whole day</u> Tuesday 11 th Jan (all day) Thursday 13 th Jan (all day)
9 th May 2022	<u>Local Training – face to face – half a day</u> Monday 9 th May - Newark & Sherwood (morning) Tuesday 10 th Gedling (morning) Thursday 12 th - Derbyshire (morning) Tuesday 17 th May - Bassetlaw (morning)

Early Career Framework: Training Schedule for Mentors

	YEAR 1			YEAR 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
MENTOR	Regional training 5 HRS EACH						5 HRS
	Local group sessions 3 HRS EACH						6 HRS
	Peer-to-peer 1 HR EACH						10 HRS
	Webinars 1 HR EACH						10 HRS
	Reading and reflection						5 HRS

Early Career Framework:

Training Dates for mentors



Week commencing	Mentor training dates
27 th September 2021	<u>Local training – face to face – half a day</u> Monday 27 th Newark and Sherwood (morning) Tuesday 28 th Bassetlaw (morning) Wednesday 29 th Derbyshire (morning) Thursday 30 th Gedling (morning)
31 st January 2022	<u>Regional Training – online – whole day</u> Tuesday 1 st Feb Wednesday 2 nd Feb



03 Role of the Mentor

Who should be a Mentor?

- **A highly effective teacher.**
- **Has time!!**
- **The mentor and induction tutor should be separate people.**

The Role of the mentor

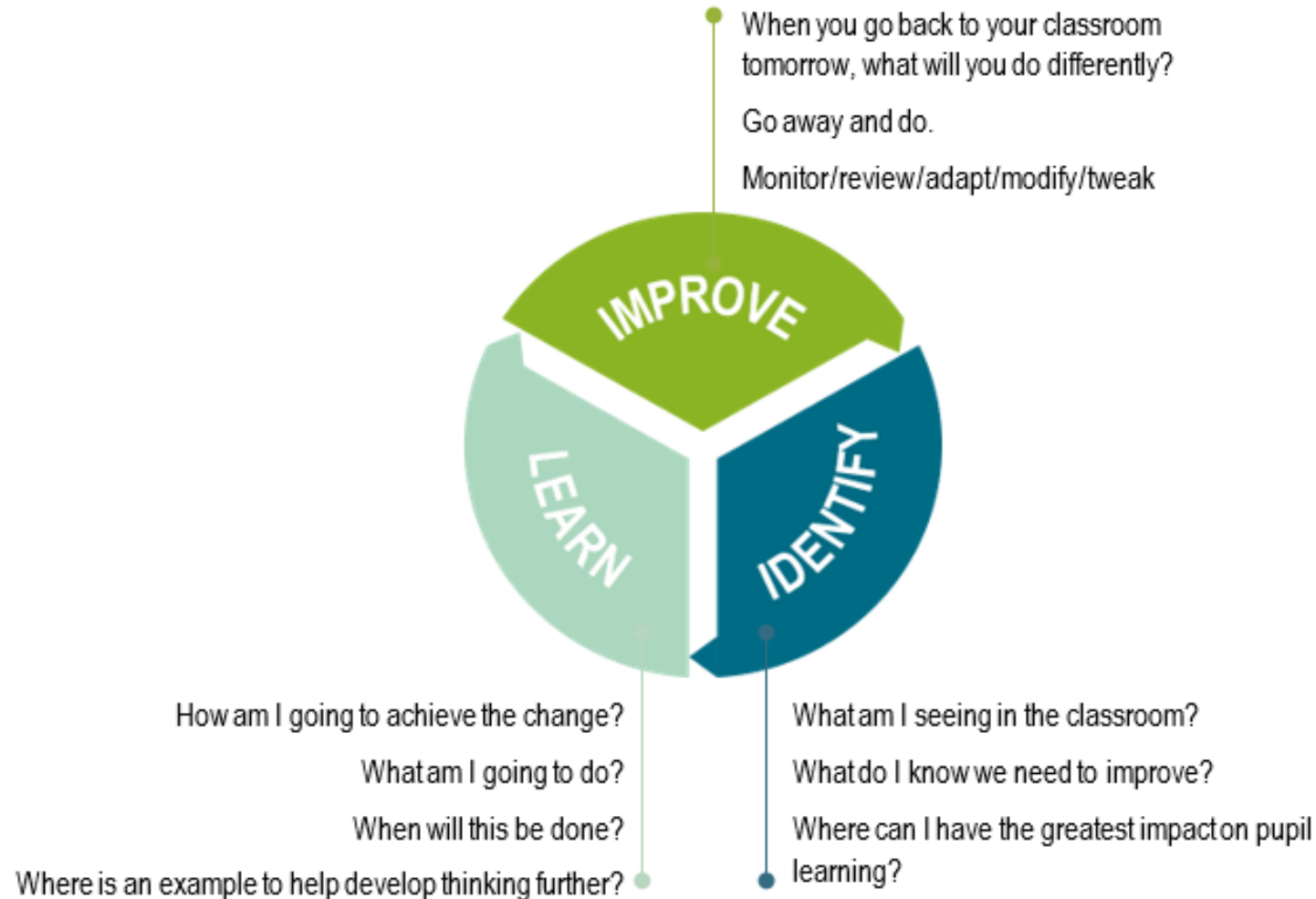
- **Guiding and supporting the ECT.**
- **Challenging their thinking, through instructional coaching.**

Instructional Coaching

The Balance Scale of Coaching



Instructional Coaching



Mentor meetings



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

Session 1.1 Understanding your role in establishing positive behaviour

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

Learn that: 1.4, 7.1

Learn how to: 7c, 7d, 7e, 7f

Key questions:

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



Suggested activities and discussion points	Time & resources	Instructional Coaching
<p>1. Review the 'Understanding the evidence' section from the self-directed study materials</p> <p>Invite your ECT to share their reflections and questions.</p> <p>Use prompt questions to facilitate discussion:</p> <ul style="list-style-type: none"> Why is it important to create a predictable learning environment? How can the climate for learning support good pupil behaviour? 	20 minutes	<p>Identify</p> <p>Areas your ECT understood and areas where they need support</p>
<p>2. Using positive reinforcement</p> <p>Discussion Prompt: How can you use positive reinforcement to support behaviour?</p> <p>Work together to re-write statements to focus on behaviour you want to see:</p> <p>1) I can't hear silence. 2) Stop talking. 3) I don't see you doing your work.</p>	5 minutes	<p>Learn</p> <p>How to make small changes in language to positively reinforce behaviour</p>
<p>3. Giving clear instructions</p> <p>Discuss with the ECT the link between clear instructions and subsequent class behaviours.</p> <p>Share some top tips on how to give short, clear, sequential instructions.</p> <p>Look at an example which models this for the ECT. You could demonstrate or use a video of a colleague or from self-study.</p> <p>Tip: There are examples of how to adapt instructions for SEND, EYF5 and EAL students in the extended version.</p>	20 minutes	<p>Learn</p> <p>How to give clear instructions</p>
<p>4. Putting it into practice</p> <p>Use an upcoming lesson for the ECT to script and practice giving clear instructions.</p>	10 minutes	
<p>5. Planning for action</p> <p>Help your ECT to decide on 2-3 things they will put into practice before your next session.</p> <p>Tip: They could record themselves using IRIS Connect.</p>	5 minutes	<p>Improve</p> <p>ECT applies learning in their classroom</p>








The Role of the Induction Tutor

- **Observes the ECT and gives quality feedback, linked to the Teachers' Standards.**
- **Writes the termly reviews and the yearly assessments, based on the ECT's progress against the Standards.**
- **Formulates an action plan, if the ECT is struggling to make progress against the Teachers' Standards.**



04 What to do next.....

What to do next.....

[Download the ECF
here](#)



[Download Teachers'
Standards here](#)



[Register with Redhill
Teaching Hub](#)



Think about the new NPQ – Leading Teacher Development

Next Steps:

Making sure you're connected

You can find out more here:
www.redhillhub.org.uk

We can help you at:
enquiries@redhillhub.org.uk





Questions.....

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