



EARLY CAREER FRAMEWORK

MENTOR TRAINING





REDHILL TEACHING HUB

»» Mentors Local Group Session 1

Welcome to the Early Career Professional Development Programme

Linda Shepherd

Sally Barfoot

Marie Imrie



Welcome to the Programme



During the session please:

- Engage with the sessions
 - Be positive and support each other
 - Be on-time and attend all sessions
 - No phones
 - No laptops
-
- Please keep us informed of any concerns as soon as possible,
 - We would be grateful for any feedback following the sessions, we want to work together with you to create a programme that works for everybody.

Agenda



REDHILL TEACHING HUB

- Welcome & Introductions
- Overview of the Programme & mentor role

Break

- Mentor-mentee partnership: Instructional Coaching

Break

- Your professional network
- Close

Aims

- Gain a **clear understanding** of the Early Career Professional Development Programme (ECPDP)
- Know your **roles and responsibilities** as mentor
- Understand the **principles of Instructional Coaching**
- Feel **enthused** and **excited** about the year ahead





»»» Getting to know you

Icebreaker

- For each statement select the answer which best represents you

**Strongly
Disagree**

Disagree

Neutral

Agree

**Strongly
Agree**

Finish this sentence

I hope that the Early Career Professional Development Programme will _____ for new teachers in my school

»»» Part 1

Overview of the Programme & role of mentor

»»» What is the Early Career Professional Development Programme?

”

Teachers enter the profession **motivated** by the chance to change lives. We must **harness** that motivation and ensure that careers in teaching are **attractive, sustainable and rewarding**.

This must begin with the right **foundations**. At the centre of this strategy is the most significant reform to teaching in a generation – the introduction of the **Early Career Framework** (ECF).

The framework will underpin a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality development.

















Teacher Recruitment and Retention Strategy, Department for Education, January 2019




















An entitlement of support for ECTs

- One third (32.3%) of NQTs who qualified in 2016 left the profession within five years (Foster, 2019)
- We know that high-quality teachers are the most important in-school factor affecting pupil outcomes (Great Teaching Toolkit, 2020)
- Research shows a strong correlation between working conditions (school leadership, support, training and progression), job satisfaction and intention to stay in the profession (Sims, 2020)


The ECF reforms provide a structured 2-year package of high-quality professional development for new teachers. It is part of the government's teacher recruitment and retention strategy, which aims to improve training and development opportunities for teachers.

What does the Programme look like?

		Year 1			Year 2			
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	HOURS
ECT	Regional Training							11 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			

MENTOR	Year 1						Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3				
	Weekly mentor sessions						Fortnightly mentor sessions			
Regional Training 5 HRS EACH									5 HRS	
									6 HRS	
	 x2	 x2		 x2	 x2				10 HRS	
	 x2	 x2		 x2	 x2				10 HRS	
									5 HRS	
	3 HRS			2 HRS						


The EDT online portal


[Home](#) [Progress](#) [Learn ▾](#) [Events](#) [Explore](#)

[Dashboard](#) / [My courses](#) / [Block 1 - Establishing a positive climate for learning \(mentors\)](#)


BLOCK 1

ESTABLISHING A POSITIVE CLIMATE FOR LEARNING



ADMINISTRATION 

▼ Course administration

 Grades

[Overview](#)

[ECT-Mentor sessions](#)

[Reading & reflection](#)

[Webinars](#)

[Training sessions](#)

[Peer-to-peer sessions](#)

[Survey](#)

Being a mentor

In small groups, share:

- Your context
- Your experience of mentoring as mentor or mentee
- What has worked well? What has not worked well?



Two aspects to your role:

- Knowing the content of the ECF and how it applies to your ECT



- Supporting your ECT through effective mentoring* to develop their practice



DfE Mentor Standards

Our shared understanding of effective mentoring is based on the DfE Mentor Standards:

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

Standard 3 – Professionalism

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

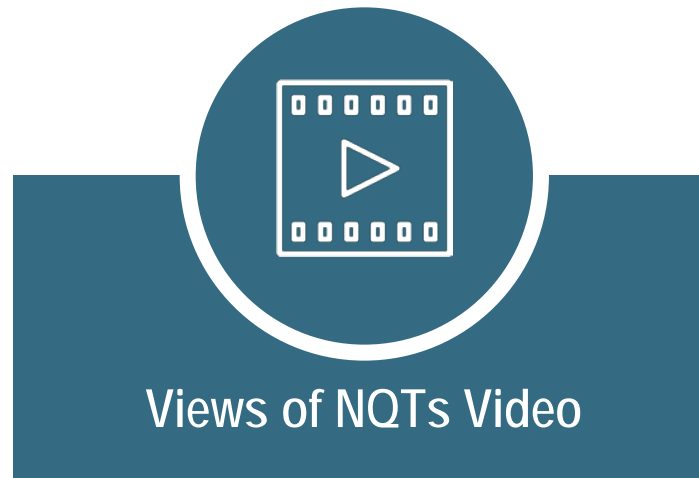
Standard 4 – Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

What makes effective mentoring?

As you watch, consider:

- How does this compare to your discussions earlier?
- What will you commit to as a mentor this year?



Your role and responsibilities

- Organise a regular time and place to meet your ECT
- Read the Reading & Reflection materials for the Block – on the online platform
- Download the session guides and any handouts needed for the session from the online platform – prepare in advance
- Support your ECT through the Block using Instructional Coaching techniques of **identify, learn, improve***
- Attend your training sessions and complete webinars as per the schedule
- Raise any concerns with your induction tutor in school, or Delivery Partner

 More on this later in this session.

The role of the induction tutor

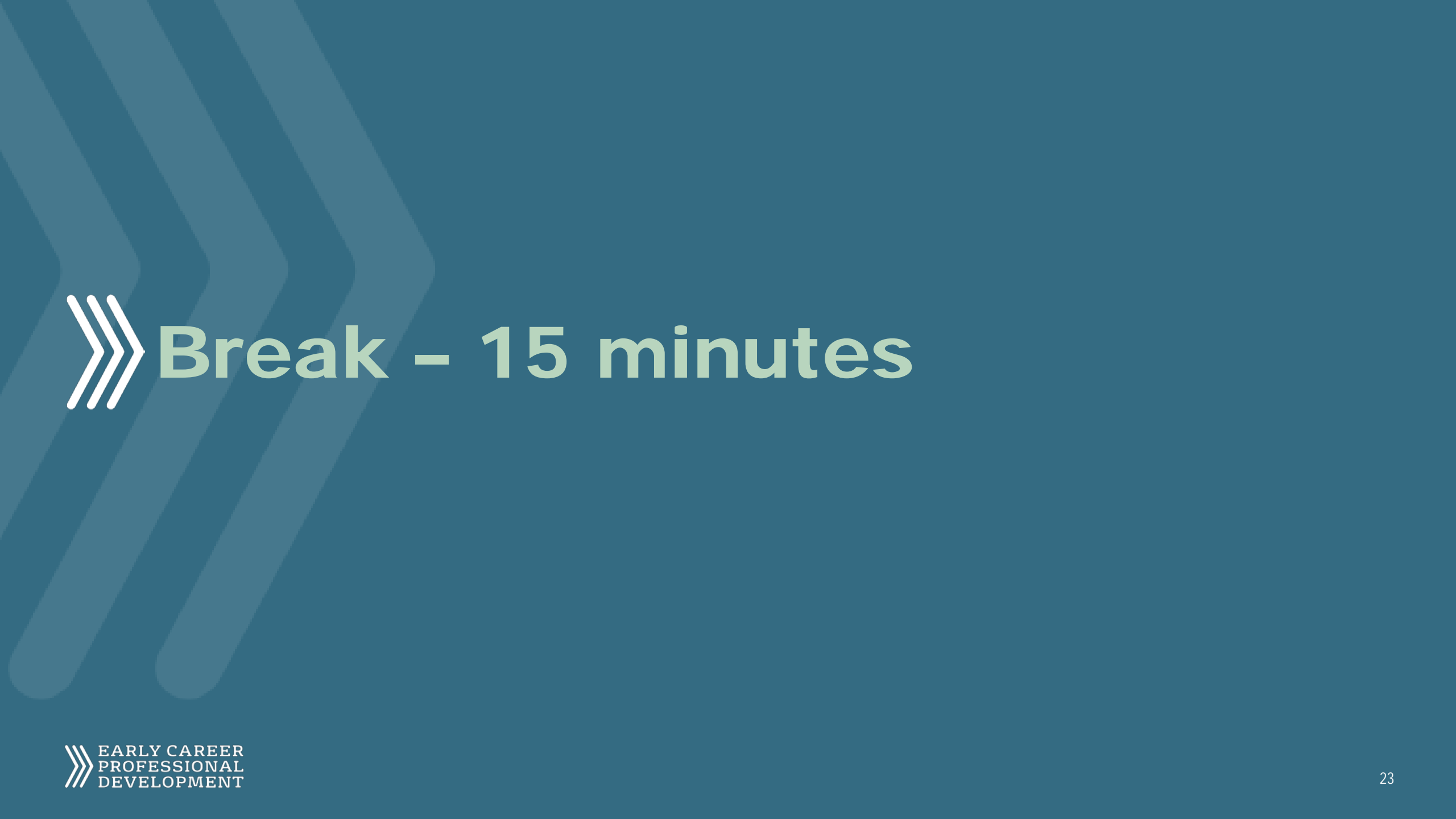
- To carry out formal observations and give quality feedback linked to the Teachers' Standards.
- To write termly reviews and yearly assessments based on progress against the Standards.
- To make ECTs aware of any lack of progress against the Teachers' Standards and to formulate an action plan (where appropriate).
- To liaise with the Appropriate Body to ensure progress is formally reported and recorded.

Questions?

- What questions do you have?

Frequently Asked Questions:

- How will I find the time to participate along with existing commitments?
- How does this Programme align with existing statutory requirements for ECT induction?
- How much freedom do I have to adapt materials to suit my ECT?



»»» Break – 15 minutes

»» Part 2

Mentor-mentee partnership: Instructional Coaching

Aims of the session

- To explore the concept of coaching and specifically, how coaching can become instructional
- To compare Instructional Coaching to other methodologies commonly used to support ECTs
- To consider how to develop a partnership with ECTs which maximises their professional learning and growth
- To provide an opportunity for mentors to discuss, learn and collaborate with colleagues



Introductory task

In small groups discuss your experience of the following:

- Mentoring
- Coaching
- Instructional Coaching
- The difference between these?



Show of hands

1 No experience of any type of mentoring or coaching	2 Have mentored in the past	3 Have mentored and coached, but not using instructional approach	4 Some awareness of Instructional Coaching	5 Experienced in delivering Instructional Coaching
---	-----------------------------------	---	---	--



What do we mean when we
talk about mentoring vs
coaching?

What you do already

How would you have previously supported new teachers or trainees to:

- Identify evidence around a positive climate for learning* (or lack of)?
- Develop their practice around this aspect?
- Reflect on their growth / development in this area?

Questions to discuss:

- Who has greatest **ownership** of those actions / tasks?
- Who **leads** / **directs** the conversations around this aspect of practice?

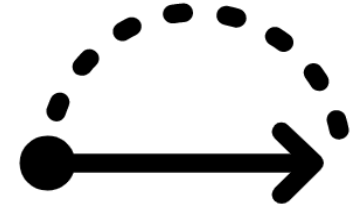


The Balance Scale of Coaching



FACILITATIVE COACHING

Sounding Board



DIRECTIVE COACHING

Novice-Expert Relationship



Jim Knight, *The Impact Cycle* (2018)

Previous mentoring = directive coaching

- Mentor drives discussions and the direction.
- Context of NQT support over relatively short term (1 year)
- What are the advantages and disadvantages of this approach?



Novice-Expert Relationship



Mentor provides more directive support – explicit identification of aspects of practice to develop



Not highly collaborative – assumes the teacher does not yet have answers

Facilitative coaching

- The person being coached drives the discussion and direction.
- Often takes place over a longer period of time.
- What are the advantages and disadvantages of this approach?



Coachee fully in charge – makes all decisions



Coach Listens / Questions / Repeats back



Coach helps teacher unpack their knowledge

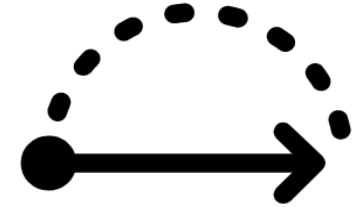
The Balance Scale of Coaching

This is where we need to aim
Dialogical Coaching



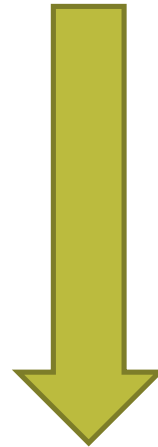
FACILITATIVE COACHING

Sounding Board



DIRECTIVE COACHING

Novice-Expert Relationship



High ECT
autonomy

Low ECT
autonomy

Jim Knight, *The Impact Cycle* (2018)

Dialogical coaching

Advocacy (Directive)

- Holds a deep understanding of teaching strategies
- Shares their expertise

Inquiry (Facilitative)

- Asks questions
- Empowers collaboration
- Enables teacher to identify own goals

”
They do not do the
thinking for the
teachers; rather they
position teachers as
the decision makers

Jim Knight (2018)

Discussion

Consider the specifics of the dialogical coaching model:

- What are the positives of this approach for you as the coach?
- Are there any negatives or issues you imagine could arise?
- What about for the teachers?



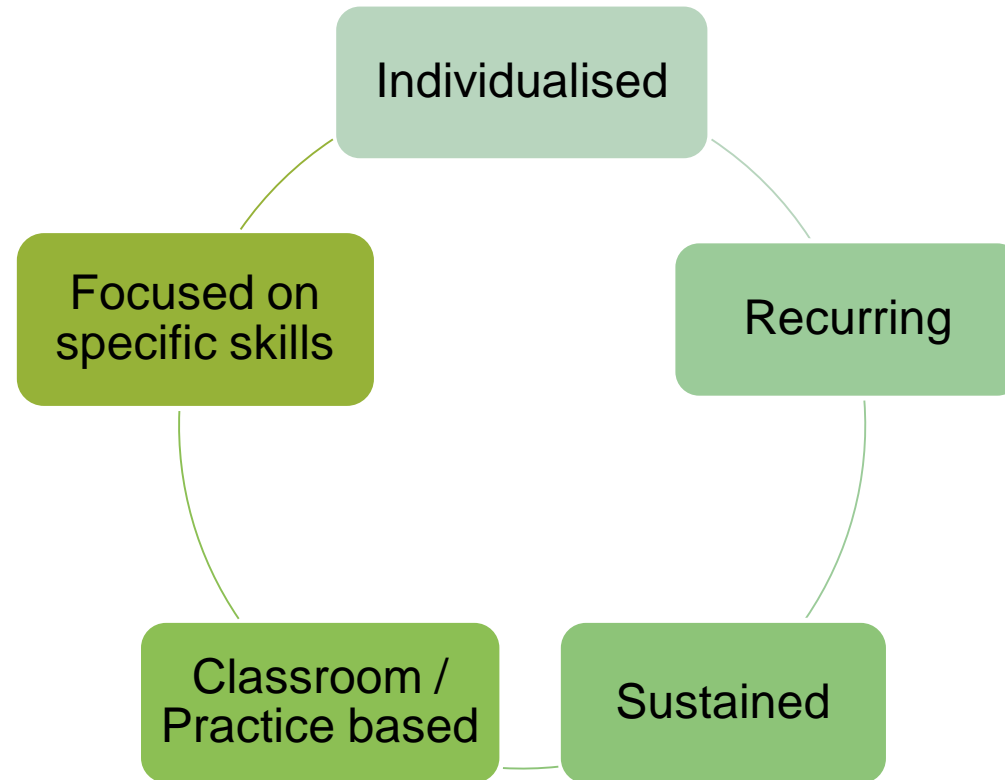
	Positives	Negatives
Mentor		
ECT		



»»» What is Instructional Coaching?

Instructional Coaching

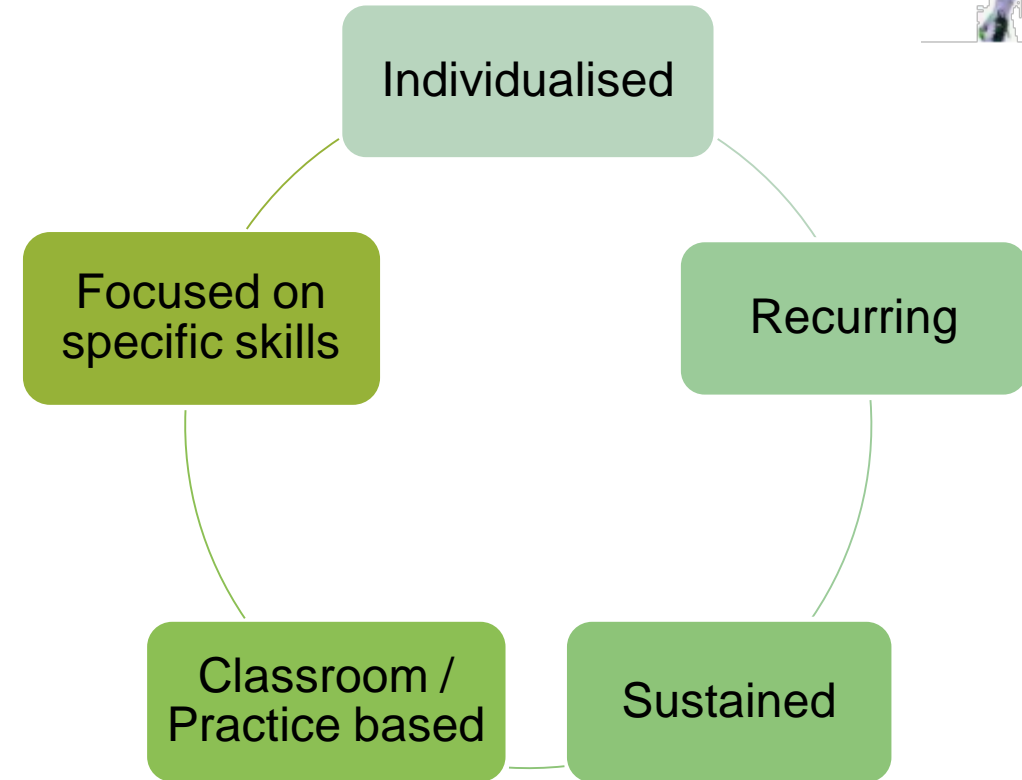
An observation and feedback cycle in which instructional experts work with teachers to discuss their practice in a way that is:



Instructional Coaching

Sport as an example:

- Coaching will take a specific aspect of Federer's game and focus on the smallest of tweaks and details in order to perfect that aspect of his play
- Serve – videos will be watched, observations made and practice will follow to reach improvement



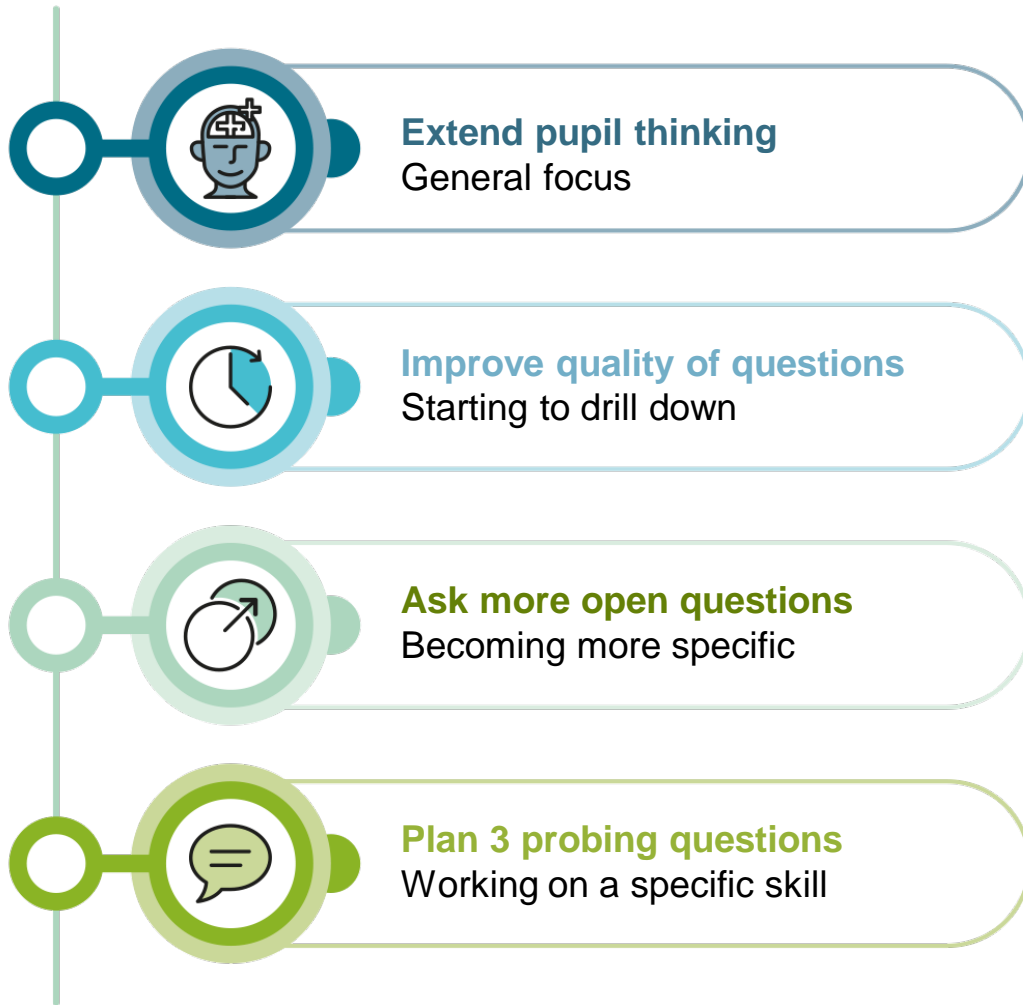
Structured cycle of support

- How will I make the change?
- What does it look like?
- What specifically will I do?
- Where is an example to help develop thinking further?



- What will I do differently in the classroom?
 - How will I know if it is working?
 - Monitor / review / adapt / modify / tweak
-
- What am I seeing in the classroom?
 - What do I need to improve?
 - Where can I have the greatest impact on pupil learning?
 - What do I need to change to achieve this?

FOCUSSED ON SPECIFIC SKILLS



- Help ECTs to avoid sweeping, general improvements such as “I want to extend pupil thinking”
- Support ECTs to identify, learn and improve **specific** elements of their practice
- Provide guidance and feedback from an expert practitioner (mentor)
- Specify not just what to improve, but **how** to improve it
- Focus on bitesize improvements at a time
- **Dialogical coaching** – invite discussion from ECT

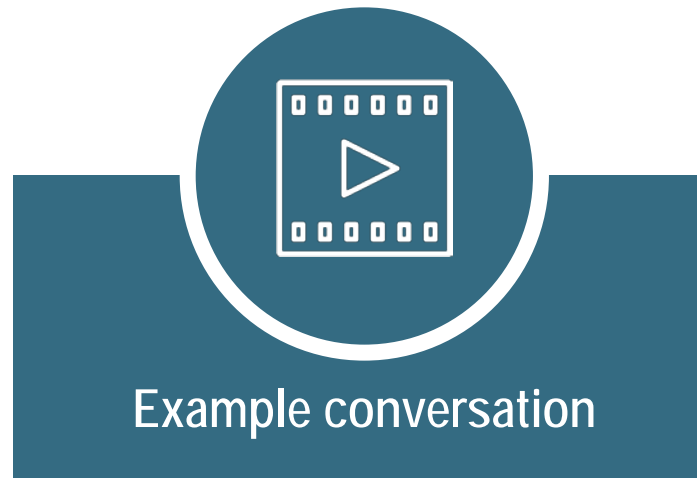


»» What does it look like in
practice?

Example of Instructional Coaching

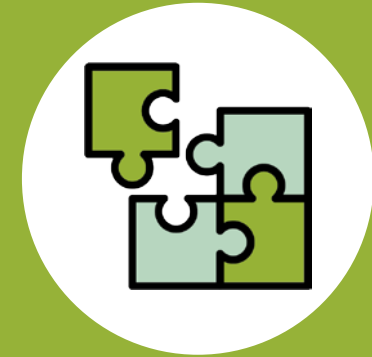
As you watch this short clip, focus on:

- The language the mentor uses
- The impact on the mentee
- Can you spot the *identify, learn, improve* stages of the conversation?



Your turn!

- Work through the stages of Instructional Coaching in the following scenario
- For each stage, devise a structured conversation including questions, prompts and expert input to support your ECT



Stage 1 – IDENTIFY

- You and your ECT are meeting for the first time to reflect on their practice linked to Block 1
- The focus for the discussion is on establishing and reinforcing routines
- The aim is to establish if the ECT has a clear understanding of reality in their classroom
- Devise a structured conversation to support the ECT to identify their current reality

What you know?

You have watched some of their teaching – you noticed that there were many routines developing, e.g. moving to tables from carpet, getting resources out, packing things away.

HOWEVER you believe that the teacher would benefit from tightening their script for each and making more explicit their expectations for each routine.

Identifying Questions (Knight, 2018)

1	On a scale of 1-10, with 1 being the worst lesson you have taught and 10 being the best, how would you rank that lesson?
2	What pleased you about the lesson?
3	What would have to change to move the lesson closer to 10?
4	What would your students be doing differently if your class was a 10?
5	Tell me more about what that would look like?
6	How could we measure that change?
7	Do you want that to be your goal?
8	If you could hit that goal, would it really matter to you?
9	What teaching strategy can you use to hit your goal?
10	What are your next steps?

- Use these to help you if you need them.

Stage 2 – LEARN

- Your ECT recognises that they are being too unspecific in their language when giving instructions.
- Now, they need to set a goal
- Your aim is to support the ECT to be specific about a skill / task they will be able to implement that can be practised deliberately
- Devise a structured conversation to support the ECT to define an action step

Starting point

The teacher has given the following as their action step / goal: **To narrate my expectations more clearly.**

Your role is to support the teacher in defining a more specific goal / action step that they can then rehearse and practise with you in role during your session (i.e. deliberate practice).

Stage 3 – IMPROVE

- Your ECT has spent time implementing their action step
- You meet again and they tell you that they are happy with the difference they have seen.
- You want to probe this before moving on
- Plan how you could probe and explore progress before moving into a new cycle of identify, learn, improve
- Use the examples from Jim Knight on the next slide to help you.

Their action step

When passing materials out in lesson, I will embed the following routine:

- Designate a line leader to hand resources along the line
- Narrate expectations for silence as this happens
- Set a timer for 20 seconds for children to try to beat

Questions for the Improve stage

Confirm direction

- What is the most important thing to discuss in the time available today?

Review progress

- What has gone well?
- What progress have you made?
- What have you learned?
- Surprises?
- Roadblocks?

Refine improvements

- Do you want to:
- Use the same strategy?
- Revisit the strategy?
- Use a new strategy?
- Change how we measure progress?
- Change the goal?

Plan next steps

- When are we next meeting?
- What tasks need to be done before we meet?
- How / When specifically are you going to action these steps?

Use of video

- While not essential, the use of video is a powerful tool that we recommend ECTs engage with

Why?

- Because people's memories of what has been done will only take them so far
- The power of watching back and reliving something will give a unique insight into an individual's classroom practice and maximises the opportunities for mentors and ECTs to reflect and discuss using shared experiences
- All ECTs will have free access to IRIS software to support them in the classroom if their school chooses to sign up for it

Reflection

Discuss what we have covered in this part of the session.

- How do you feel about the concept of Instructional Coaching?
- What changes will you have to make to **your** practice as a mentor?
- What are your thoughts on the use of video?
- What are you looking forward to?
- What worries you?






»»» Break – 10 minutes



»»» Part 3

Your professional network



How will we support one
another over the Programme?

Peer-to-peer support sessions

- You will be partnered with another mentor – your 'buddy'
- You will arrange 5 x one-hour sessions this year
- Download a PowerPoint and accompanying handout from the online platform
- Use these resources to guide your sessions, but evolve / adapt them to work best for your pair
- Based around **facilitative coaching** with suggested conversation themes and questions

Facilitative coaching conversations

- Encourage reflection
- Listen to check for understanding
- Avoid pre-set ideas
- Use neutral comments – avoid judgement
- Use supportive body language and non-verbal responses
- Build rapport before starting so the coachee feels relaxed
- Use non-directive language – questions rather than ideas

THE GROW MODEL FOR COACHING



OPTIONAL: Have a go

- If possible pair with your 'buddy'
- Practise having a coaching conversation using the prompt:
"What are you hoping to get out of mentoring on this programme?"
- Aim to clarify a goal in the form 'I hope to ... by the end of this programme'

Example questions:

- What are working towards?
- What would you like to learn?





»» Closing the session

Questions & Feedback

WEBSITE

www.redhillhub.org.uk

EMAIL ADDRESS

enquiries@redhillhub.org.uk

TWITTER

[@redhillhub](https://twitter.com/redhillhub)

Let's Connect

CONTACT US