


Welcome Early Career Teachers!



Please introduce yourself to your colleagues. Share where you are from and what you are teaching. We will begin the first session soon.

ECT Induction - Agenda

Start	End	Session Title
		1: The Teach First Early Career Framework Programme (45 mins)
		2: Developing your expertise (60 min)
		<i>Break (15 mins)</i>
		3: An introduction to Instructional Coaching (90 min)
		<i>Lunch (40 mins)</i>
		4: Using praise and consequences effectively (80 min)
		<i>Break (10 mins)</i>
		5: Your wellbeing (30 min)

Induction objectives

By the end of the day, you will:

- **understand the Early Career Framework (ECF) and the Teach First ECF programme, how they will support your development as well as the roles and responsibilities of key people on the programme**
- understand how teachers develop their expertise and reflect on how you can make the most of the next two years
- understand what instructional coaching and the feedback model are, know how to best engage with the feedback model and practise the use of deliberate practice
- be able to use self-awareness strategies to regulate your own emotions and behaviours in the classroom and understand how to use consequences, acknowledgment and precise praise effectively to create a positive learning environment
- understand the importance of teacher wellbeing and the significance of the threat, drive, and recovery systems in maintaining good wellbeing as well as committing to a specific personal action plan aimed at improving your wellbeing



The Teach First Early Career Framework Programme

Facilitator Name


 @TeachFirst  @teachfirstuk

Session norms

Throughout the session please:

  Be present

  Be proactive

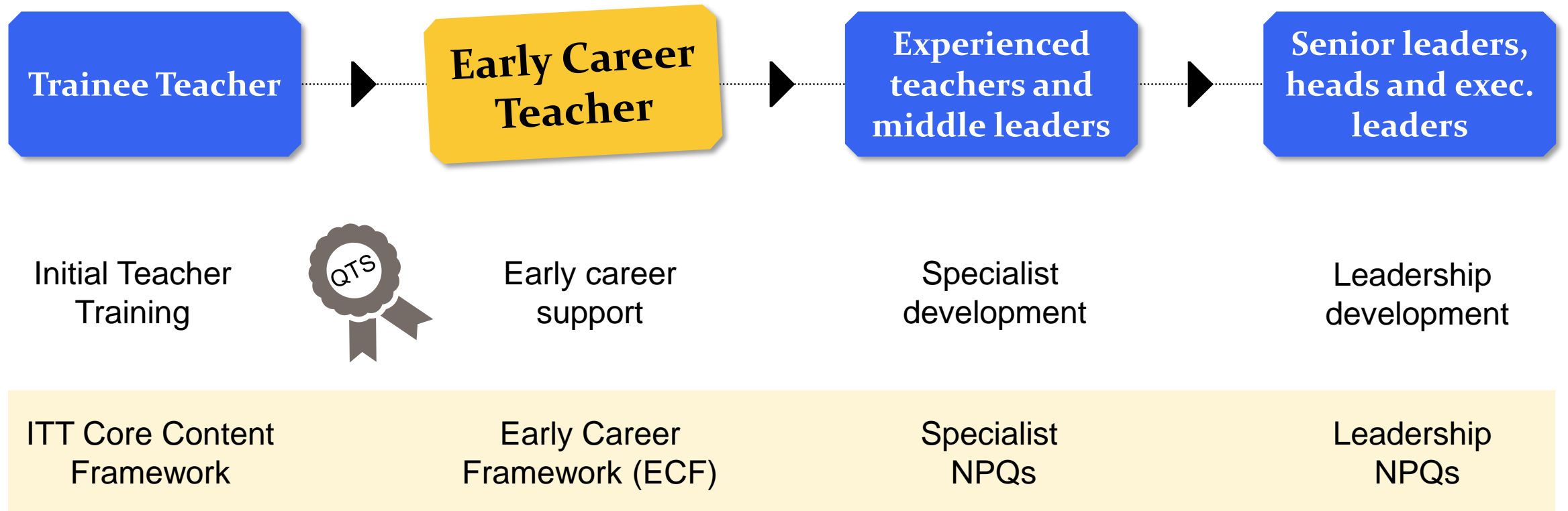
 • Critique with kindness

The Teach First Early Career Framework Programme ^T

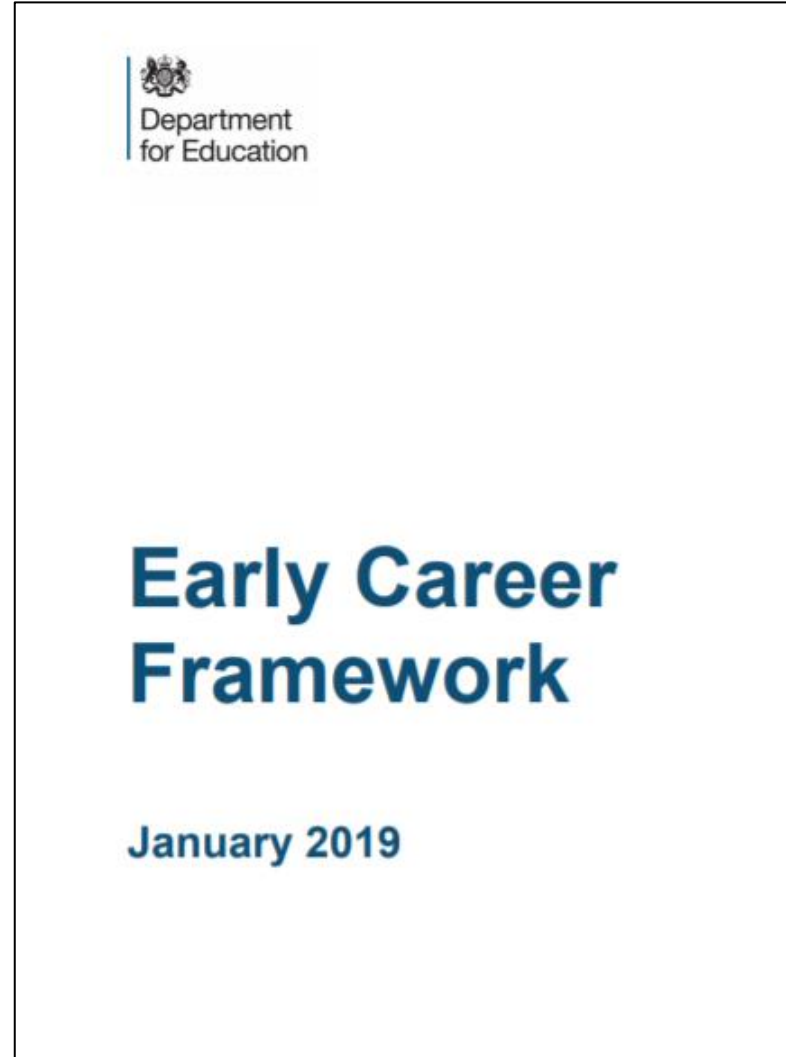


Reflect: Write down a potential **benefit** of the ECF, a **challenge** you may face and a **question** you have regarding the ECF.

What is the Early Career Framework?



The Early Career Framework?



The Early Career Framework?

Key evidence statements
(Learn that...)

High Expectations (Standard 1 – Set high expectations)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> • <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i>

Congruence with Teachers' Standards

Practical guidance
(Learn how to...)

The Early Career Framework?

References

High Expectations (Standard 1– Set high expectations)

[Further reading recommendations are indicated with an asterisk.]

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Aligned with Teachers' Standards

Direct link to sources

The Early Career Framework?

While the ECF is presented around the Teachers' Standards for clarity, **the ECF is not, and should not be used, as an assessment framework.**

(DfE, 2019b)

Programme structure – Year 1



tombennett71

1

How can you create a powerful learning environment?

2

How do pupils learn?



deansforimpact

4

How can you use assessment and feedback to greatest effect?

3

What makes classroom practice effective?



stoneman_clare

5

How can you support all pupils to succeed?

6

How can you plan a coherent curriculum?



edvainer



evidenceinedu



drivertrust

Programme structure

Self-directed study

Engage

- Brightspace learning platform.
- Approximately 4.5 hours per half-term.
- Broken down in weekly bite-sized sessions.

Mentoring interactions

Engage

- **Weekly** interactions
- Collaboratively identify your highest leverage area of development.
- Follows an instructional coaching model.

Seminars

Attend

- Two seminars per half-term
- Supplements the self-directed study and mentor interactions.
- Opportunity to explore key teaching practices in more detail

Supporting your development needs



Self-directed study

Following the suggested
sequence


Outside of suggested
module

Embedding practice

“[Professional development] is more likely to be effective where designers revisit previous topics or techniques later in the programme, quiz participants on information provided in past sessions, or use tasks that require teachers to draw on past learning”

EEF, 2021, pp. 16

Embedding practice



Are you **consistently** applying this knowledge to your classroom practice?

Are you applying this knowledge consistently **well**?

Can you apply this knowledge consistently well in **different contexts**?

Is this knowledge embedded well enough for you to be **automatic** in your use of it?

Can you take this knowledge and **integrate** it with additional pedagogical concepts?

Module 1 – How can you create an effective learning environment?

Establishing effective routines

Creating a positive and respectful classroom environment

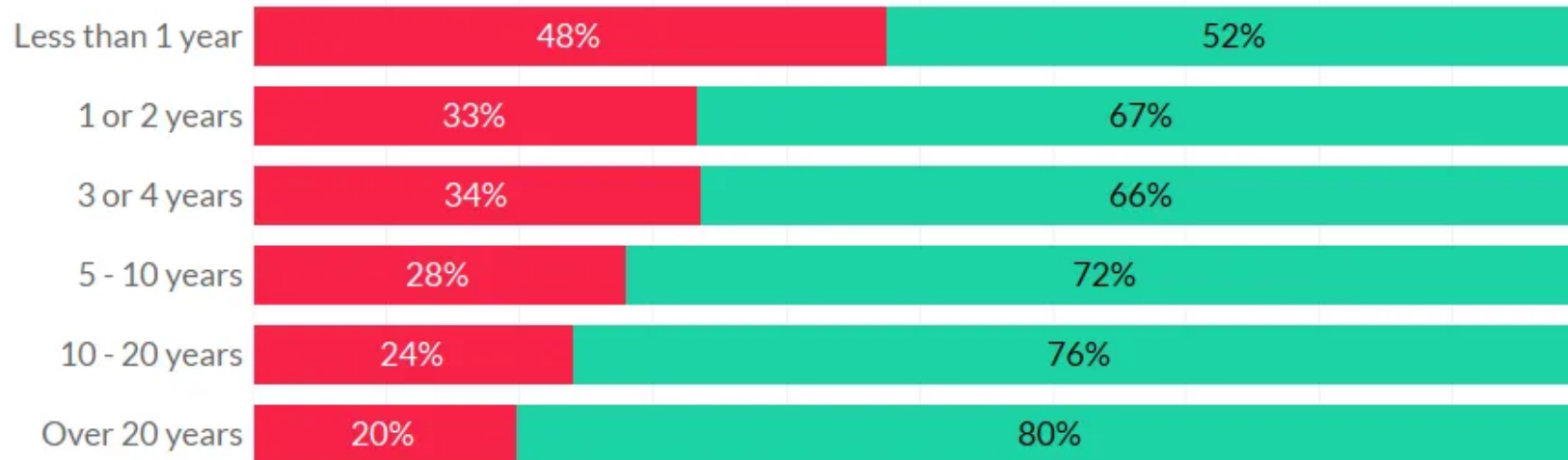
Addressing low-level and challenging behaviour

Developing pupils' intrinsic motivation

Holding high expectations and maintaining engagement



In the last lesson you taught, was there any time when you felt teaching and learning largely stopped because of poor behaviour?



Question answered by 2,137 panellists on 05/02/2019

■ No
■ Yes



In the chat: What does this survey tell you regarding the significance of Module 1?



Module 1- pre-quiz - Preview

Est. Length: 0:05:00

Page 1:

- 1
- 2
- 3
- 4
- 5
- 6

Question 1 (1 point)

Tick four words that you think are correct.

When teaching routines, your instructions should be:

- a) Specific
- b) Manageable
- c) Planned
- d) Lengthy
- e) Sequential

Question 2 (1 point)

Read the following statement and tick one(s) that you think are correct.

- a) Your own self-awareness
- b) Empathy and sympathy

0% Standards + New Unit Add Existing Create New Visible

- Module overview
- Pre-quiz
- What makes an effective learning environment
- Session 1: Establishing effective routines
- Session overview
- What are routines and why are they important**
- Option 1: greeting pupils at the door
- Option 1: greeting pupils at the door and settling them
- Option 1: getting pupils' attention

What are routines and why are they important

Classroom routines are procedures that are well established to ensure pupils complete tasks or transitions in an appropriate and time-efficient way.


Why are routines important?

Routines reduce the amount of time spent on managing the classroom environment, which means more time for learning. Routines also help to create a predictable environment for pupils, which is particularly important for pupils with special educational needs. Implementing routines in a consistent way – and this means being clear about what matters – helps to create a positive classroom atmosphere. In addition, routines help to develop pupils' self-regulation skills, your emotional regulation skills, and your ability to control the classroom. Routines can help pupils concentrate and complete tasks in school and at home.

- Session overview
- What are routines and why are they important
- Option 1: greeting pupils at the door
- Option 1: greeting pupils at the door and settling them**
- Option 1: getting pupils' attention
- Option 3: transitioning to and from the carpet
- Option 4: exit routine
- The importance of teaching and practising routines
- How to teach effective routines

- What is the impact of these routines on pupils' behaviour and learning at the start of the lesson?
- Why is this routine effective?
- Is there anything that would make the routine even better?

EARLY YEARS



Direct Link to: [Greeting pupils at the door and settling task](#)

Direct Link to an audio described version of this video: [Greeting pupils at the door and settling task](#)



What are routines and why are they important

Option 1: greeting pupils at the door

Option 1: greeting pupils at the door and

Option 1: getting pupils' attention

Option 3: transitioning to and from the carpet

Option 4: exit routine

The importance of teaching and practising

How to teach effective routines

Mentor meeting

have decided upon a routine, plan how you will teach it in detail and script what you will say in the box below. It is helpful to remember to:

- 1. Be clear on what you want pupils to do**
Ensure your instructions are:
 - o Specific and observable
 - o Sequential
 - o Manageable
- 2. Plan to teach and model your routine in small steps**
- 3. Plan to practise your routine**

Here is an example of a script for the [transition from tables](#).

>> Mentor submission

Begin to plan your routine using the [assignment to](#). Once you have finished, click submit and this will be shared with your mentor ready for your next meeting.

Stretch session: Supporting the development of self-regulation

Session overview

Introduction

Pre-teach

Reading the research

Knowledge check

Application to practice

Application to practice

Further reading

Reading the research

Read the research paper to and think about your classroom practice. Make notes on the following questions using the [notes tab](#) in the navigation bar (or your own notebook).

- How does promoting emotion regulation impact pupils' enjoyment and engagement at school?
- How does it enhance their interactions/relationships with peers and teachers?
- What is the impact of emotion regulation on academic and social competence and performance?

When reflecting on these questions, consider the experiences of the pupils you teach and the impact that their experiences at home and school might have on their ability to self-regulate.

▶ Over to you!

Click the link below to access the research paper:

[The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure](#)

Your mentor's role

- Engage with the mentor induction and mentor training programme.
- Facilitate a weekly interaction with yourself in the form of either an observation or discussion.
- Follow an instructional coaching model during mentor interactions.
- Familiarise themselves with the content of the online self-directed study materials.
- Monitor your completion of weekly self-directed study content.
- Escalate any issues with ECT retention, progress or mentor changes to the Induction lead.



Discuss: What can you do to get the most from your mentor?

Other key roles and responsibilities

Headteacher

- Oversee your induction
- Ensure suitable conditions are in place (e.g. a reduced timetable)
- Ensure the appropriate support network is in place (e.g. a mentor)
- Recommend that you meet the Teachers' Standards

ECF Lead

- Coordinate inductions for all ECTs at your setting
- Co-ordinate training events
- Arrange formal assessment and progress reviews

Advice for the year ahead

Engage

“The weekly sequence of self-directed study is really helpful at focusing your attention on where it is needed. Engaging with the programme each week will show you the most effective practices and help you manage your workload. For example, the assessment module made me think about whether my written marking was having much impact on my pupils despite the amount of time I had invested in their books. On occasions I felt tension between what the ECF recommends and my school policy, which is fine, because it challenged me to think more deeply and perhaps in a few years I might be the one writing the policy!”

Advice for the year ahead


Be realistic

“There will be weeks where everything falls at once and it is not humanly possible to get everything done – this is normal for most teachers! Make sure you are sharing your progress with your mentor who can focus your attention on what matters. Also remember this is a two-year programme – if you weren’t able to fully grasp aspects of a week, you can choose to focus on this in your second year.”

Advice for the year ahead

Utilise your mentor

“Your mentor can play a really important role on the programme – they are not just there to guide your professional development but can offer support. I found my mentor really helped me understand how to maintain a healthy work-life balance. At times I found the self-directed study content was repetition of a lot of the material I covered in my training year but discussing it with my mentor was when I was really able to understand what I could and couldn't do in my classroom. “



Reflect: Review the benefit, challenge and question you wrote at the start of the session.

Session summary...

The Teach First Early Career Framework

Reflect: Write down a potential face and a question you have

Programme Structure – Year 1



tombennett71



1 How can you create a powerful learning environment?

4 How can you use assessment and feedback to greatest effect?

5 How can you support pupils to succeed?

Support for your development

Self-directed study

Engage

- Brightspace learning platform
- Approximately four and half hours per module
- Broken down in weekly bite-sized sessions.

Deliberate reinforcement



Are you **consistently** applying this knowledge?

Are you applying this knowledge in your classroom?

Can you apply this knowledge to your own practice?

Is this knowledge embedded in your practice?

Can you take this knowledge to the next level?

Your mentor's role

- Engage with the mentor induction and mentor training programme.
- Facilitate a weekly interaction with yourself in the form of either an observation or discussion.
- Follow an instructional coaching model during mentor interactions.
- Familiarise themselves with the content of the online self-directed study materials.
- Monitor your completion of weekly self-directed study content.
- Escalate any issues with ECT retention, progress or mentor changes to the Induction lead.

Discuss: What can you do to get the most from your mentor?



Thank you.

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