

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)

Developing
your expertise



**Teach
First**

Teacher
Development

True or False?

1. Effective professional development is more likely when content is revisited.
2. Experts don't think differently, they have more knowledge.
3. Expertise in teaching is built through experience.



Related ECF statements

Learn that...	Learn how to...
Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)	
<p>8.1 Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</p> <p>8.2 Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement.</p> <p>8.7 Engaging in high-quality professional development can help teachers improve.</p>	<p>Develop as a professional, by:</p> <p><i>8a. Engaging in professional development focused on developing an area of practice with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</i></p> <p><i>8d. Engaging critically with research and discussing evidence with colleagues.</i></p> <p><i>8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</i></p>

Induction objectives

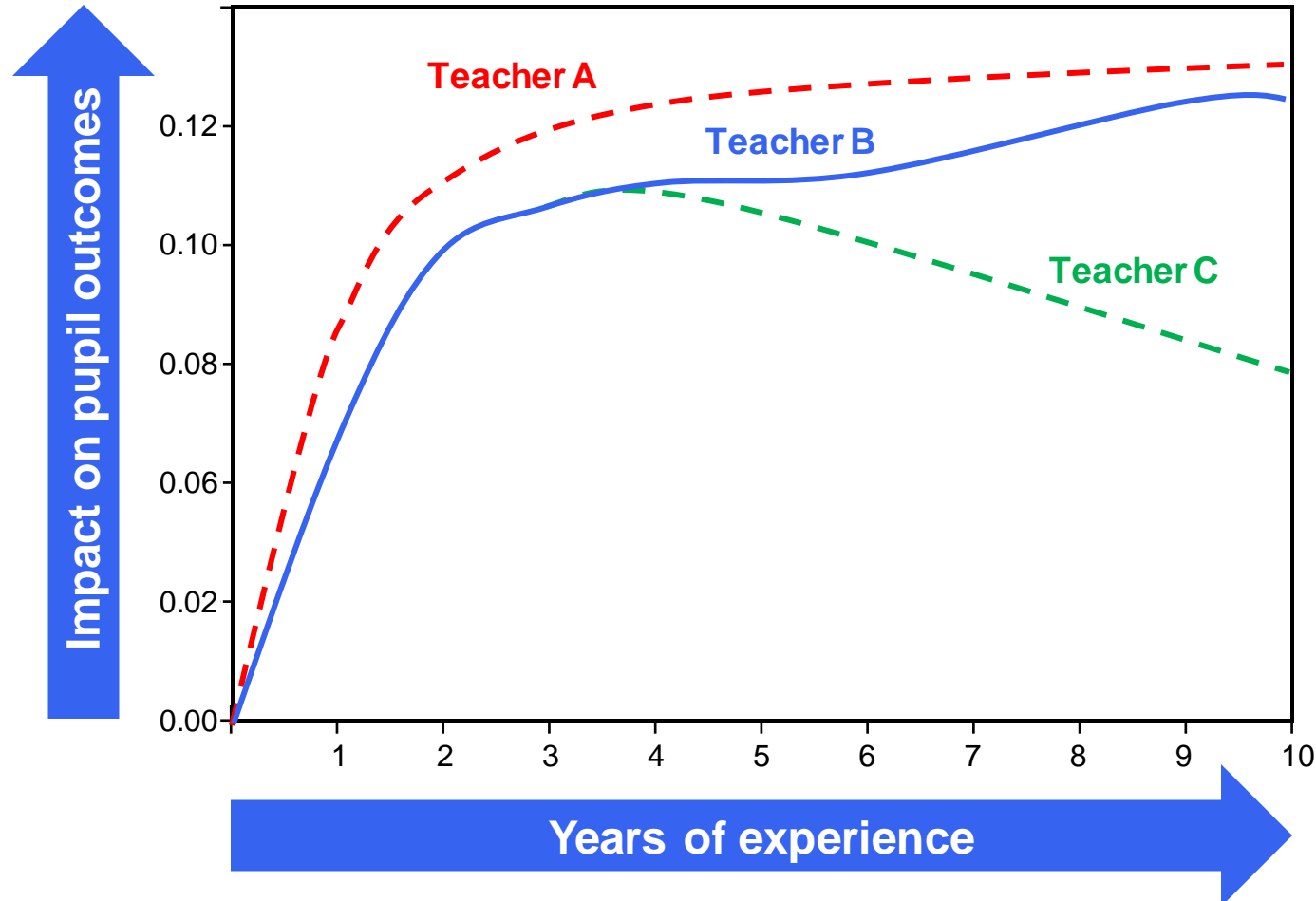
By the end of the day, you will:

- 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

‘Teaching, like any complex cognitive skill, must be practised to be improved’

(Willingham, 2009)

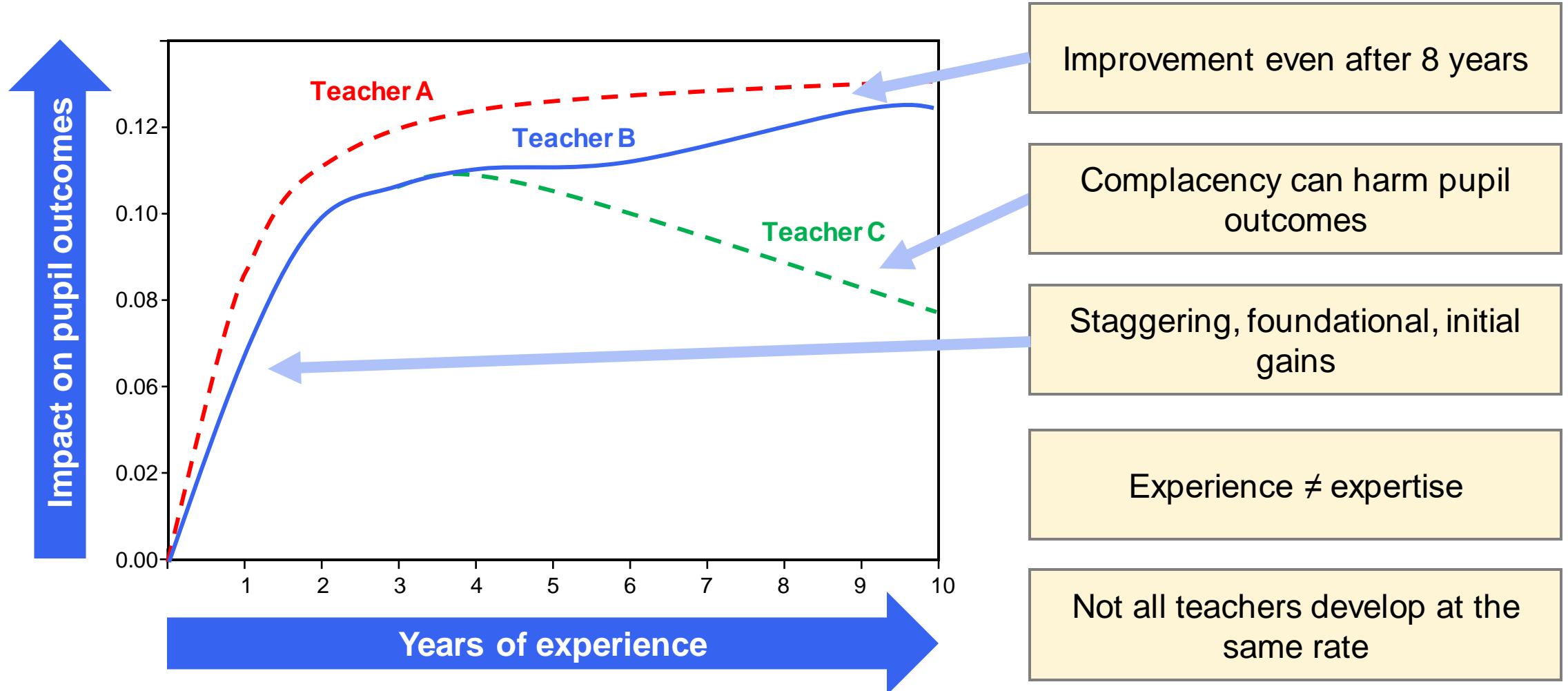
Research on teacher development



(adapted from Kraft & Papay, 2014)

Reflect: Note down three observations about this graph.

Research on teacher development



A model of teacher development

Novice


'Textbook' knowledge
Needs close supervision

Competent

Good working and background
knowledge
Able to achieve most tasks
using own judgement

Expert

Intuitive and holistic grasp of
situations
Achieves excellence with ease



Reflect: Can you relate this to your own development? Any examples?

Analogy: learning to drive



Context specific repetition

Application of knowledge in
new contexts



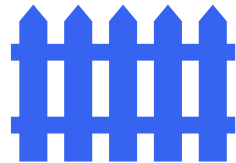
Discuss: What separates a novice to expert driver?
How does this apply to teaching?

Getting better - faster

Anchor



Barrier



Push

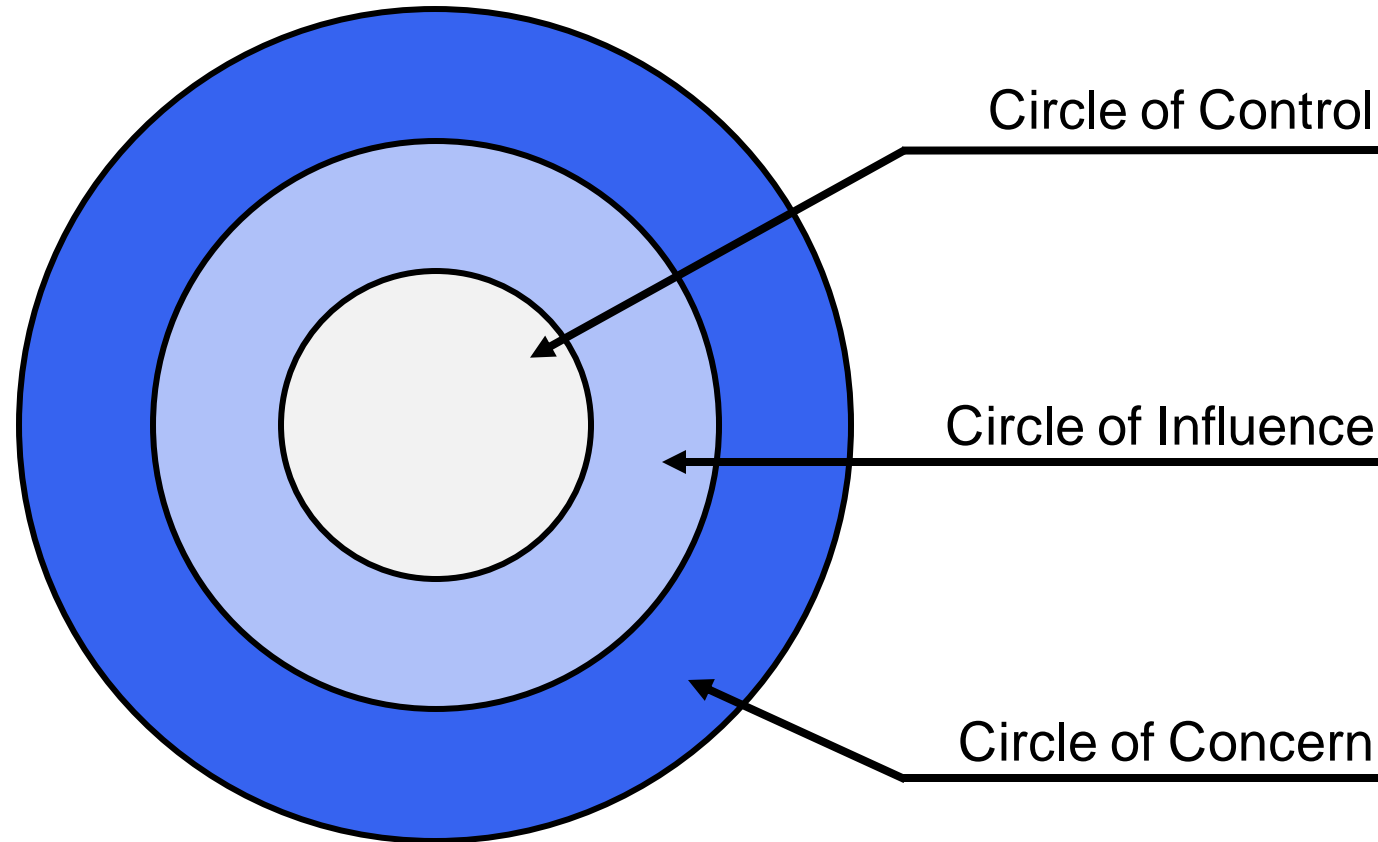


Pull



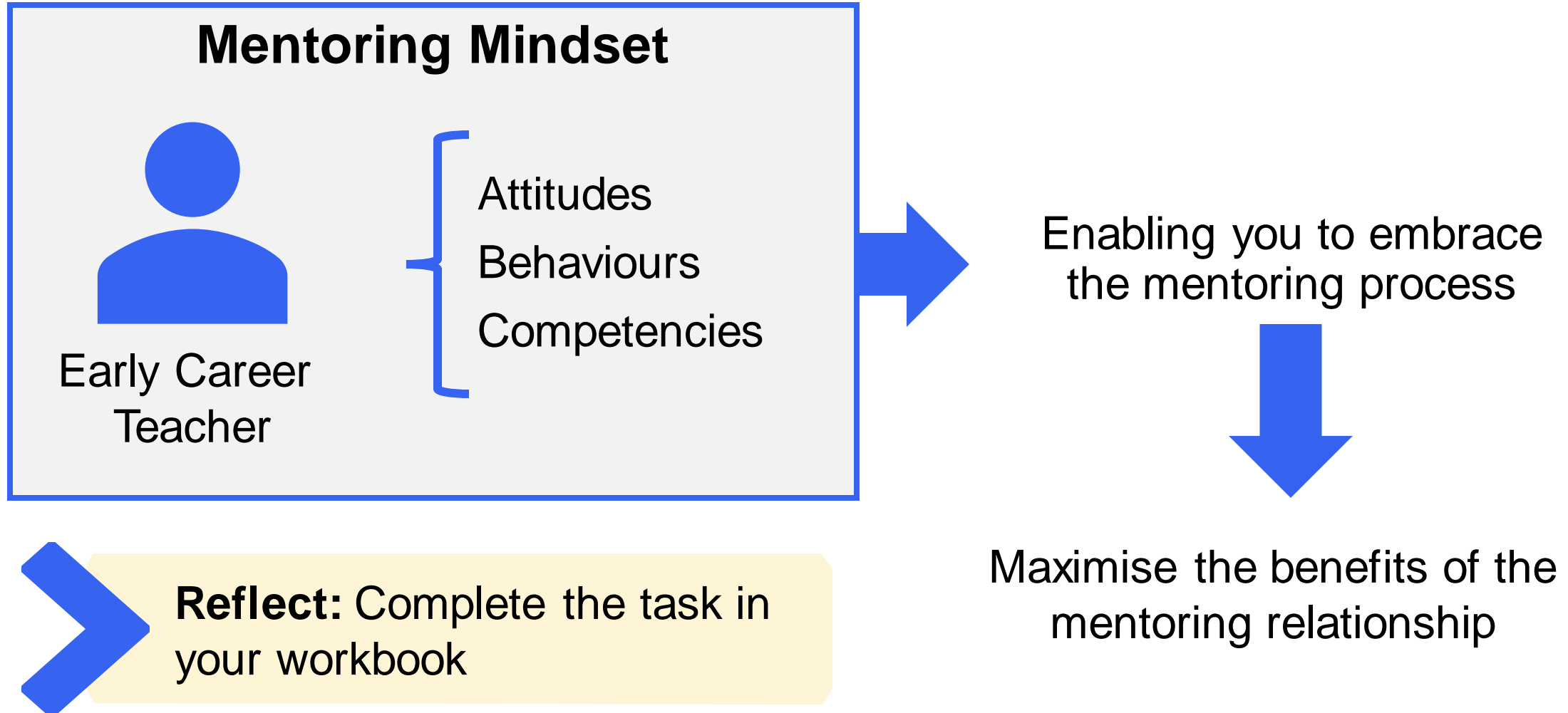
Reflect: What examples can you think of? How did these influence your development?

Your circle of influence



Reflect: What 'circle' do your factors and actions lie within?

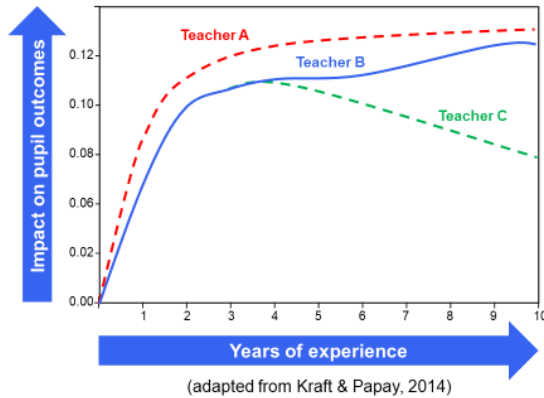
Making the most of mentoring



Summary



Research on teacher development



Reflect: Note down three observations about this graph.

5

Modelling your development

- Novice to expert continuum
- The expert teacher
- Complexity

Reflect: Can you relate this to your own development? Any examples?

Novice

'Textbook' knowledge
Needs close supervision

Competent

Good working and background knowledge
Able to achieve most tasks using own judgement

Expert

Intuitive and holistic grasp of situations
Achieves excellence with ease



8

Getting better - faster



Anchor



Barrier



Push



Pull



Discuss: What actions can you take to improve your development? Write a list.

10

Making the most of mentoring




Reflect: Complete the task in your workbook

Maximise the benefits of the mentoring relationship

12

Pause point 1



Reflect: Please complete the task in your workbook.



Thank you.

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References

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