

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)

Instructional Coaching

An Introduction for Early Career Teachers



**Teach
First**

Teacher
Development

Consider a time when being mentored was a positive experience for you.

Reflect: What made it positive and how did your mentoring mindset influence this?

Mentoring Mindset



Early Career
Teacher

Attitudes
Behaviours
Competencies

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

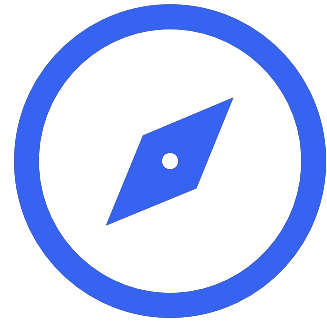
Related ECF statements

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>8e. Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</i></p>

The mentor – ECT relationship



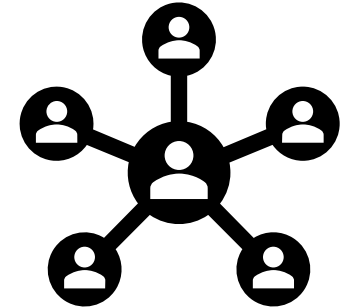
**Takes
initiative**



**Learning
orientation**

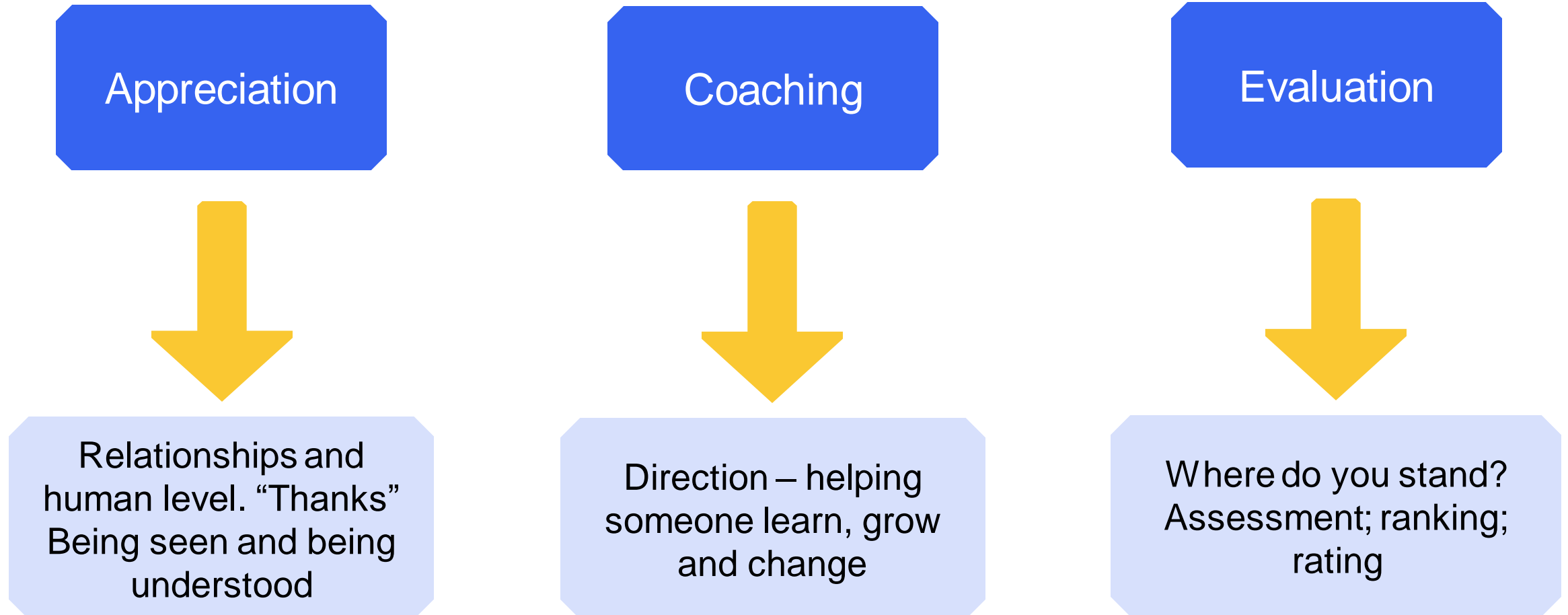


**Skilful and
organised**

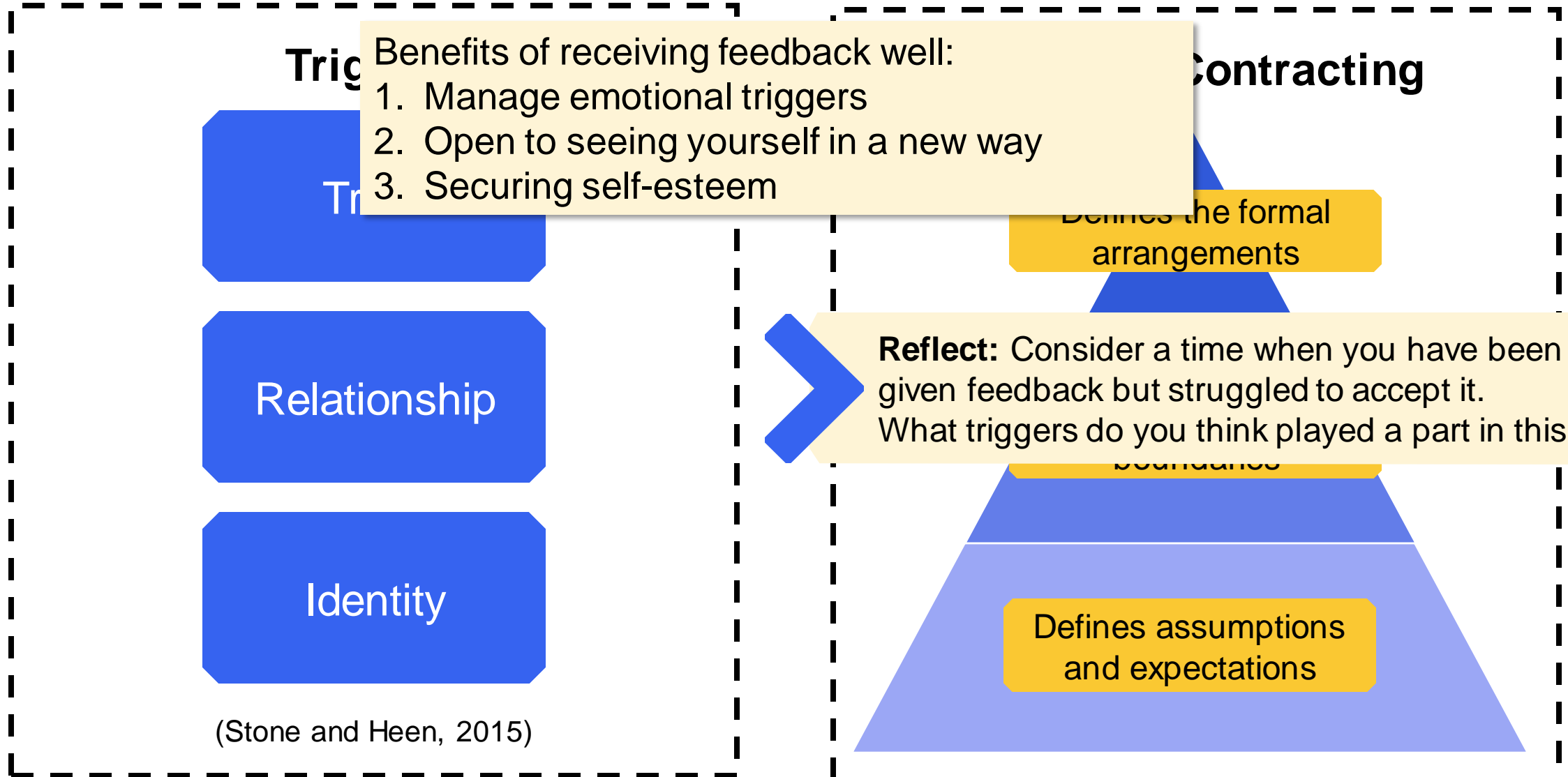


Relational

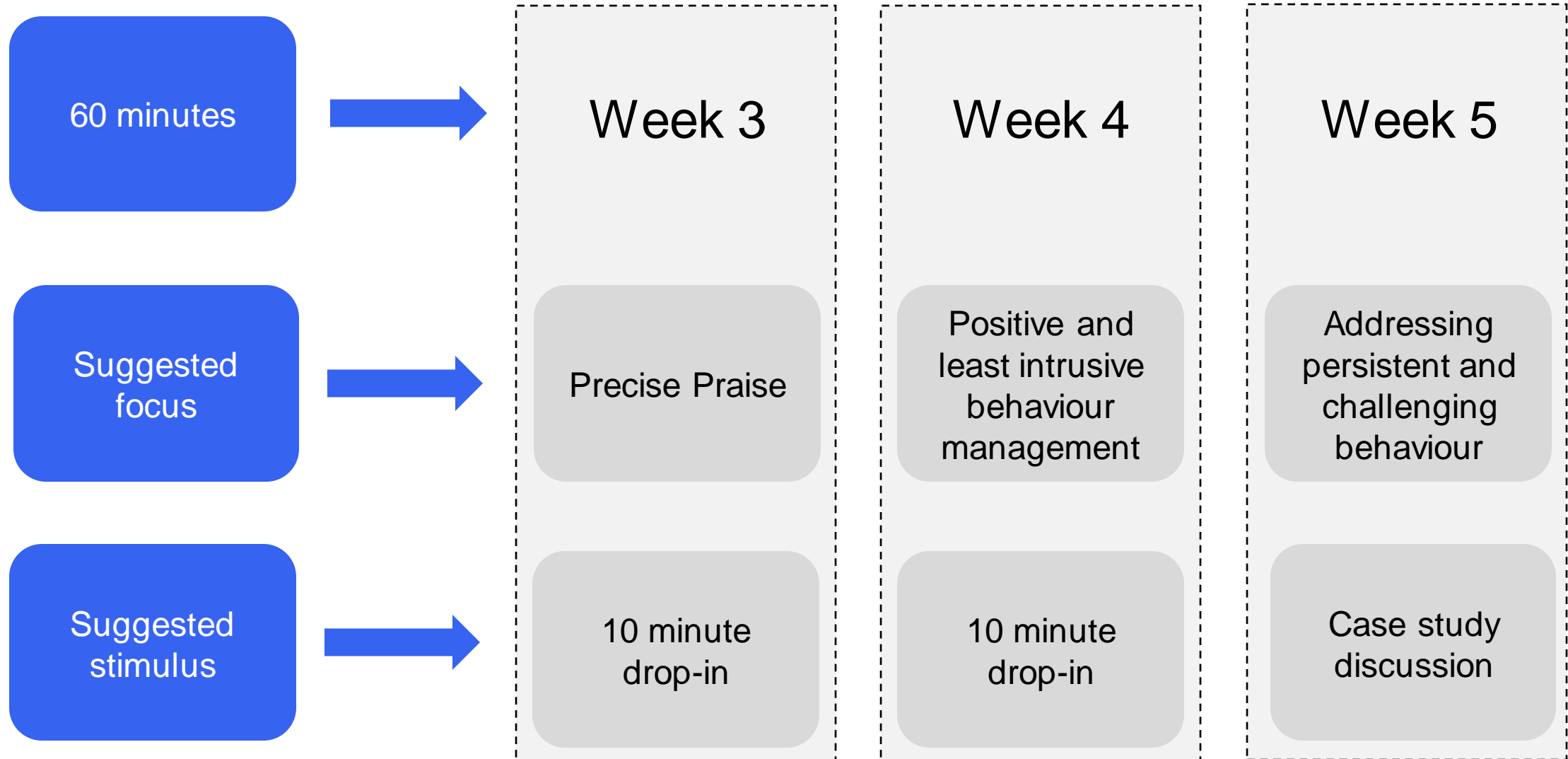
Feedback and the role of the receiver



How do we receive feedback?



Weekly Interactions



Why use instructional coaching?

“Instructional coaches partner with teachers to analyse current reality, set goals, identify and explain teaching strategies to meet goals and to support until goals are met.”

(Knight, 2009)

“Instructional Coaching is the best evidence form of CPD we have and has been proven to have a direct impact on the progress of pupils in the classroom.”

(Sims, 2019)

The feedback model



Instructional coaching is where high impact feedback is used to develop the practice and skill of an individual.

Praise Strengths



What to expect from your mentor:

- Praise to be specific and precise, not lavish
- To be truthful
- To consider the impact of actions on pupils
- To reference previous actions set and progress towards them

How can you be an active participant?

- Acknowledge this feedback is coaching
- Ask and clarify if the praise is not precise
- Ask how the strength you demonstrated was evidenced

Probe



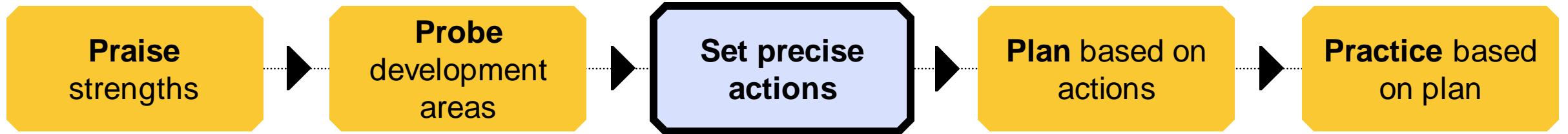
What to expect from your mentor:

- To have questions planned prior to the interaction
- To pose questions to guide you to identify an area of development
- To reference data and evidence
- To not labour this part of the model and give you more direction if needed

How can you be an active participant?

- Acknowledge this feedback is coaching
- Listen to the questions and give honest answers
- Consider the impact of your actions on the pupils and how practice has/hasn't led to progress
- Consider the ideal against the reality

Precise actions



What to expect from your mentor:

- To set 1-3 highest leverage actions with you
- To ensure these actions are realistic and **precise**
- To discuss the 'how' as well as the 'what'

How can you be an active participant?

- Clarify the actions
- Check that they are precise and actionable
- Check that there are no more than 3
- Seek to understand why these actions will have the most impact on your practice

What are precise actions?

Scenario 1: Pupils are not all complying after being given an instruction, especially during transitions.

Action: "Improve your behaviour transitions."

Precise actions:

- Review the technique Brighten Lines
- Observe it in practice
- Script in it a lesson plan for year 9

Scenario 2: Pupils are not fully understanding what they are meant to be doing in tasks.

Action: "Make sure your explanations are clear."

Precise actions:

- 'What to do' technique. Break your instructions into two or three small steps
- Check for understanding
- Script out within lesson plan

Plan



What to expect from your mentor:

- To focus on a future lesson and to identify with you where, when and how the actions will be carried out

How can you be an active participant?

- Consider a lesson/ topic / pupil you will focus on to carry out your actions. This could be with a tricky group
- Manage your levels of stretch here
- Be open and honest with your mentor

Practice



What to expect from your mentor:

- To share a clear success criteria to use
- To model the technique
- To request you to be up and in role
- To repeat the practice
- To pause and give live feedback during the practice

How can you be an active participant?

- Call the shots – make it contextually relevant for you
- Consider a class/pupil when carrying out the practice
- Be ready to take part and own the practice
- Acknowledge that the feedback is ‘coaching’ not ‘evaluating’

Deliberate practice

Step 1	Mentor model
--------	--------------

Step 2	Name the success criteria
--------	---------------------------

Step 3	ECT to practise
--------	-----------------

Step 4	Feedback
--------	----------

Step 5	ECT to practise again
--------	-----------------------

Success Criteria:

- To be up and in role
- To call the shots
- To respond to live feedback
- To re-practise a skill
- To recognise when improvements occur

Avoid the pitfalls:

- Talking rather than doing
- Having too many areas to practise thus diluting the impact

Instructional coaching in practice



Video



Reflect:

1. How is the ECT involved in the feedback model?
2. How does the practice support improvements in classroom practice?

Practising deliberate practice

The mentor explains how to draw a house and identifies success criteria.



The mentor models how to draw a house.



The mentee practises drawing a house.



The mentor gives the mentee feedback on the first practice and areas to improve for the second practice.



The mentee re-practises implementing changes from feedback.

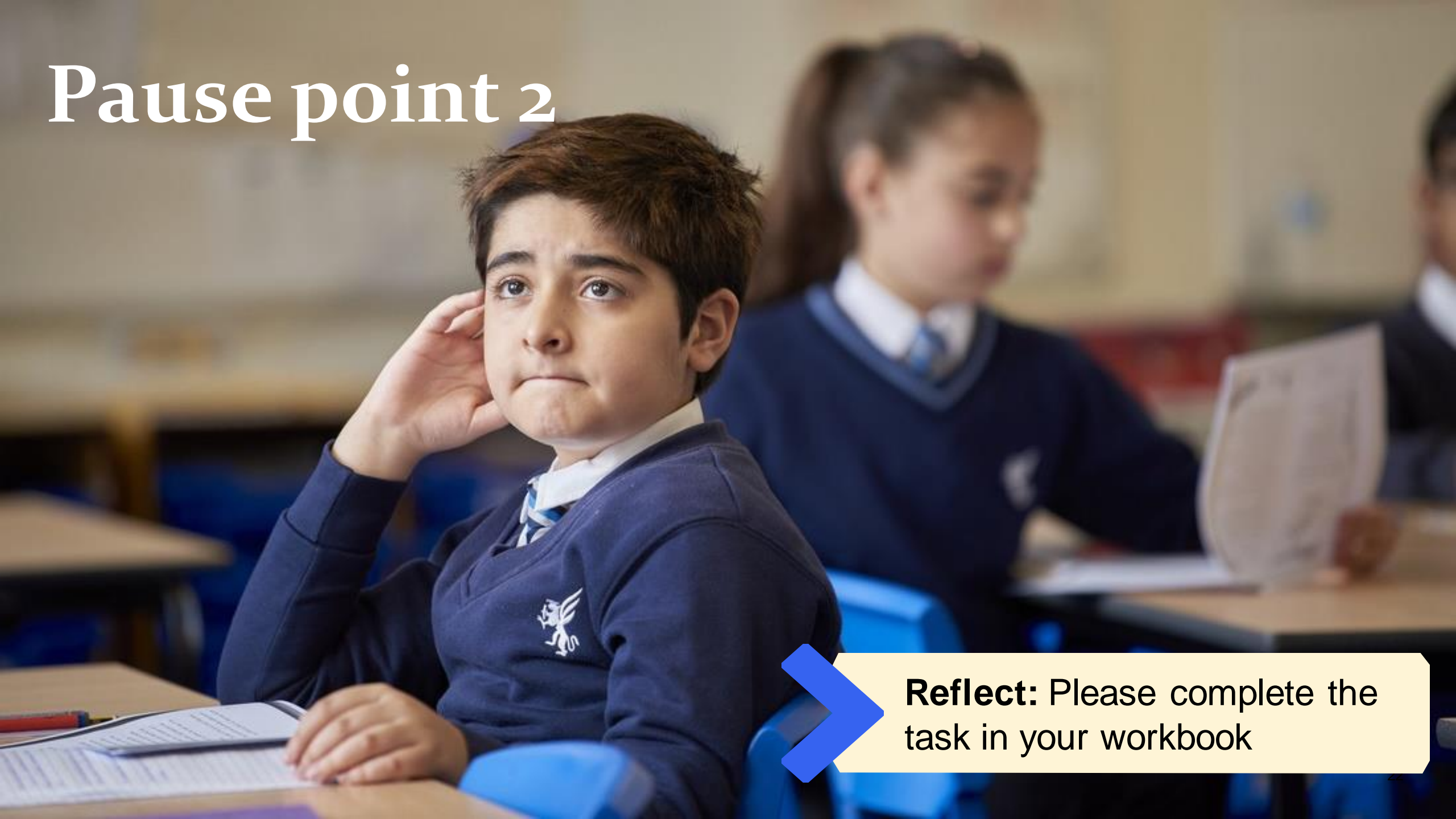
Success Criteria:

- To be up and in role
- To call the shots
- To respond to live feedback
- To re-practice a skill
- To recognise when improvements occur



Video

Pause point 2



Reflect: Please complete the task in your workbook



Questions



Thank you.

teachfirst.org.uk

Teach First is a registered charity, no. 1098294

teachfirst.org.uk  [@TeachFirst](https://twitter.com/TeachFirst)  [@teachfirstuk](https://www.instagram.com/teachfirstuk)

References

- Bronkhorst, L.H., Meijer, P.C., Koster, B. and Vermunt, J.D. (2011) Fostering meaning-oriented learning and deliberate practice in teacher education. *Teaching and teacher Education*, 27(7),
- DfE (Department for Education), (2019). Early Career Framework. Available from: <https://www.gov.uk/government/publications/early-career-framework>
- Knight, J. (2007) *Instructional Coaching: A Partnership Approach to Improving Instruction*
- Murray, M. (2002) *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring process*. John Wiley & Sons.
- Nearing, K. A., Nuechterlein, B. M., Tan, S., Zerzan, J. T., Libby, A. M., & Austin, G. L. (2020) Training Mentor–Mentee Pairs to Build a Robust Culture for Mentorship and a Pipeline of Clinical and Translational Researchers: The Colorado Mentoring Training Program. *Academic medicine: journal of the Association of American Medical Colleges*, 95(5), 730.
- Rolfe, A. (2020) *Mentoring, Mindset, Skills and tools (4th edition)*. Mentoring Works.
- Sims, S. (2019) *Four Reasons Instructional Coaching is Currently the Best Evidenced Form of CP*. Available from: <https://samsims.education/2019/02/19/247/>
- Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and frankly, you're not in the mood)* (Vol. 36, No. 10). Penguin.