

# 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)

3 minutes



1. What has been the biggest challenges to your wellbeing during your training year?
2. What actions have ***you*** taken that have supported your overall wellbeing during this time



You are encouraged to share your thoughts with the group!



Your wellbeing



**Teach  
First**

Teacher  
Development

# Induction objectives

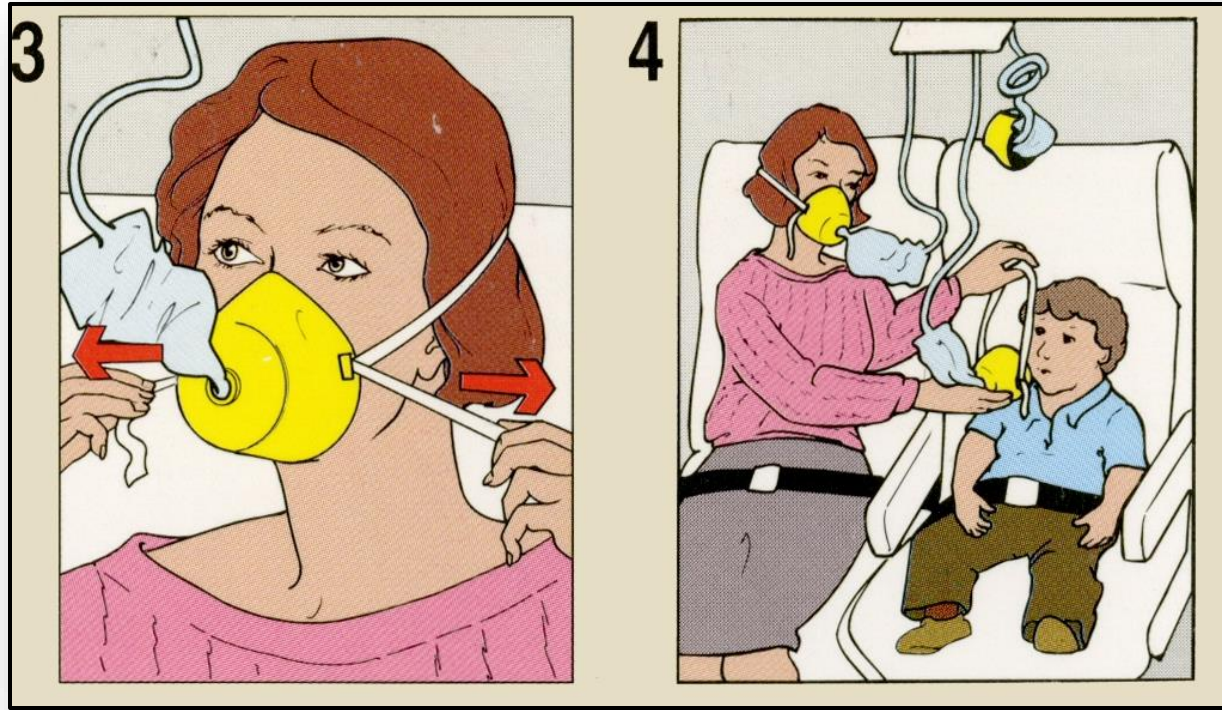
By the end of the day, you will:

- 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...
<b>Standard 8 – Fulfil wider professional responsibilities</b>	
<p><i><b>8.1</b> Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</i></p>	<p><i><b>Manage work and wellbeing by:</b></i>  <b>8p</b> Protecting time for rest and recovery</p>

# The importance of wellbeing



"Average levels of teacher wellbeing within schools has been found to be linked to pupil performance, as assessed by SATs and value-added measures."

(Briner & Dewberry, 2007)

Put your own mask on first

# Threat, drive and recovery



# Threat, drive and recovery



Aleena is a teacher in her second year of teaching.

**Over the weekend:**

Determined to have a good week, Aleena spends almost all her weekend doing school work, taking little time to recover from the previous week.

Which pie chart do you think best represents Aleena's current state?

# Threat, drive and recovery



Aleena is a teacher in her second year of teaching.

## Monday:

Aleena gets into work early to organise her classroom because she was too tired to do it last Friday. She works hard the rest of the day taking only 10 minutes to eat her lunch.

Which pie chart do you think best represents Aleena's current state?

# Threat, drive and recovery



Aleena is a teacher in her second year of teaching.

**Wednesday:**

Aleena gets an email from her Head of Department asking for a “quick chat” the next morning. Aleena gets anxious and can’t focus on the books she is trying to mark.

Which pie chart do you think best represents Aleena’s current state?

# Threat, drive and recovery



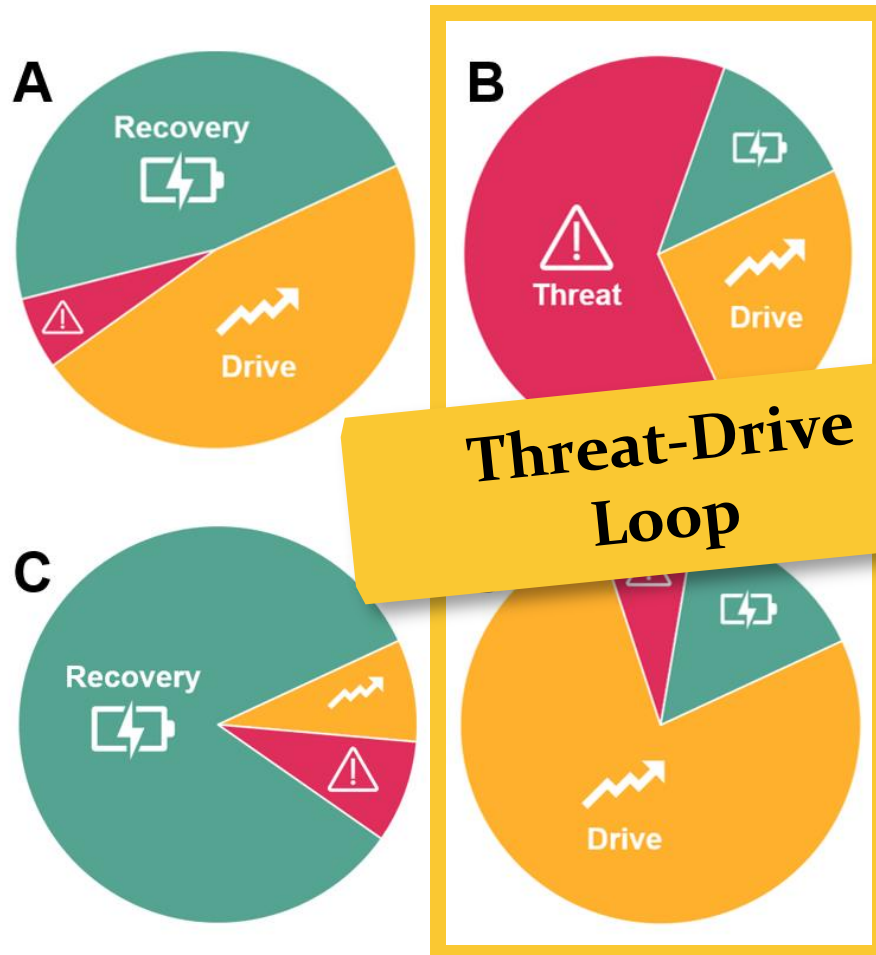
Aleena is a teacher in her second year of teaching.

**Friday:**

By the end of school on Friday Aleena feels too tired to organise her classroom. Anxious to have a good week next week, she decides to work extra hard over the weekend...

Which pie chart do you think best represents Aleena's current state?

# Threat, drive and recovery



What *one* piece of advice would you give to Aleena?

Who could Aleena go to for support?

# Prioritising recovery

What could you do?

What does recovery look like for you?

- Escapism
- Socialising
- Mindfulness
- Sleep
- Nutrition
- Exercise
- Creativity
- Safety & familiarity



# Session summary

## The importance of wellbeing...



"Average levels of teacher wellbeing within schools has been found to be linked to pupil performance, as assessed by SATs and value-added measures."

Briner, R., & Dewberry, C. (2007)

Put your own mask on first

1

## Threat, drive and recovery...



2

## Prioritising recovery...

What could you do?



What does recovery look like for you?

- Escapism
- Socialising
- Mindfulness
- Sleep
- Nutrition
- Exercise
- Creativity
- Safety & familiarity

3

# Personal action plan

What will you do?

5 minutes

1. Which of the ideas listed above seem the most appropriate for me?
2. What specific actions will I take?
3. When will I start?

The first 3 questions...



Thank you.

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# References

Briner, R., & Dewberry, C. (2007). Staff well-being is key to school success. In *London Worklife Support Ltd.*

The People Project. Available from: <https://www.the-people-project.com/>