



**AVIER**

TEACHING  
SCHOOL  
HUB



# Induction training for ECTs and mentors



# Objectives

To ensure that ECTs and mentors:

- understand the **background** and intent of the ECF
- understand the different **partners** involved in the ECF
- understand the **structure** of the ECT programme
- understand the **requirements** and expectations of the ECF
- know who to contact for **support**
- are clear about their **next steps**

# Plan for the morning

Time	Activity
9.30	Background to the Early Career Framework (ECF)
10.00	Stretch!
10.05	The Teach First ECF programme
11.20	Break
11.35	Instructional coaching
12.30	Lunch

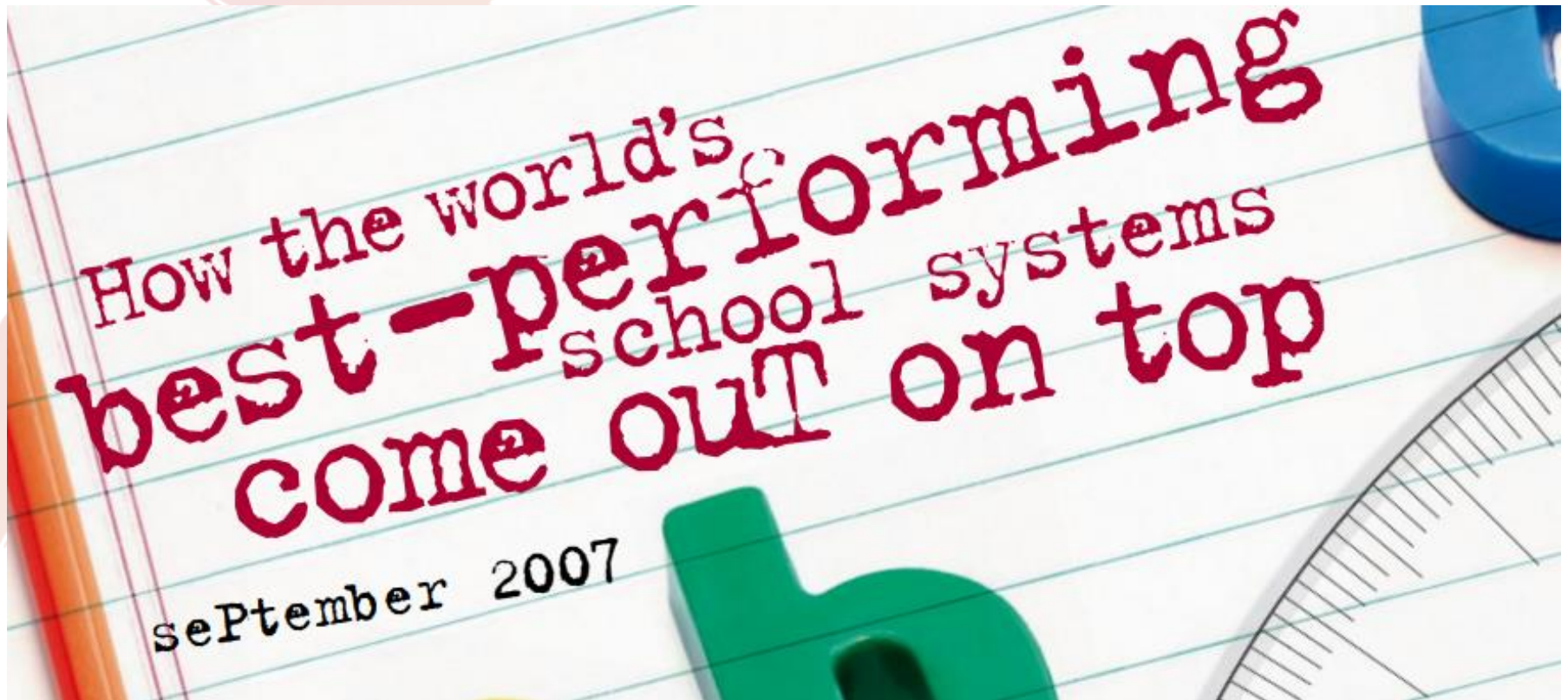
# Introductions



you named me  
**WHAT!?**



# What makes the difference?





The quality of an education system **cannot** exceed the quality of its teachers.

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The only way to improve outcomes is to improve instruction.

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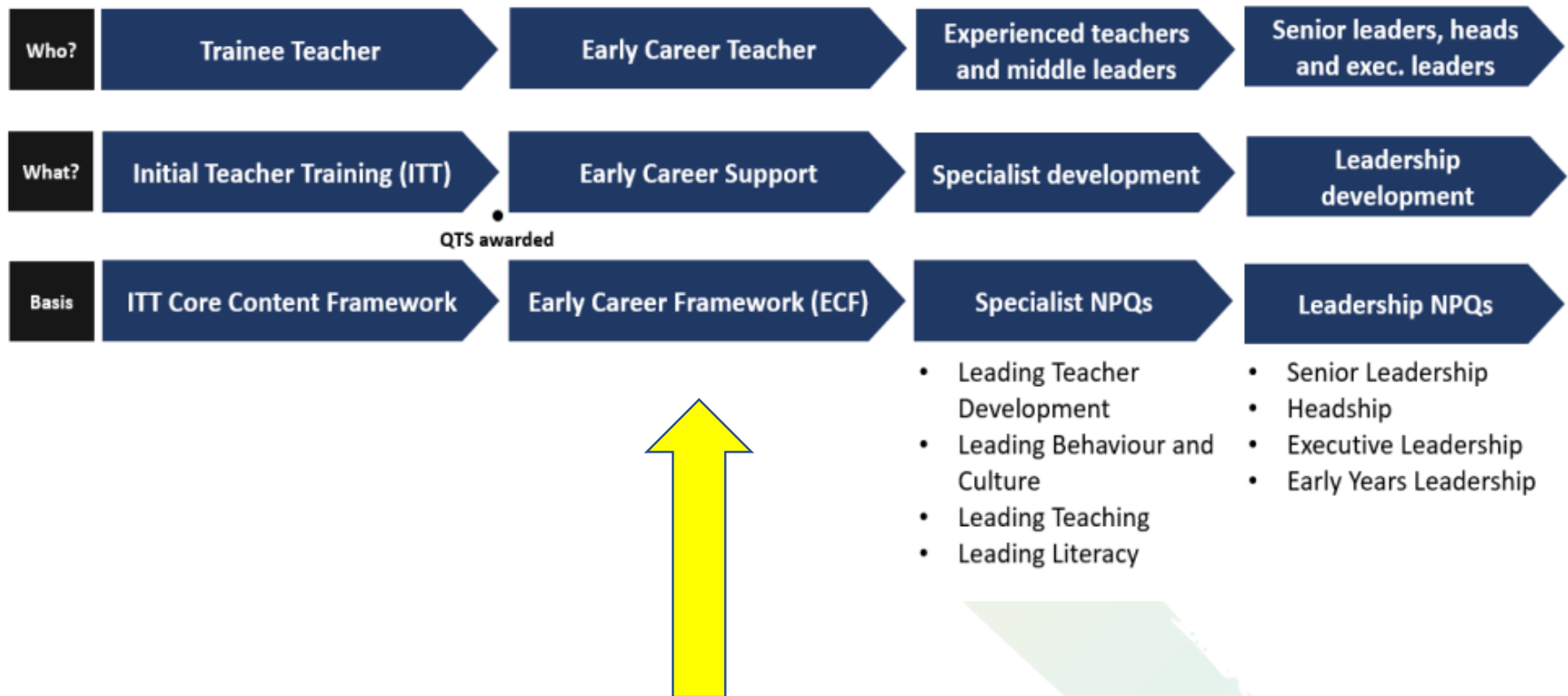
The **only** way to improve outcomes is to improve instruction.

High performance requires **every** child to succeed.



# The golden thread ...

## England's teacher development system





Department  
for Education



Teaching  
Regulation  
Agency



Department  
for Education



Teaching  
Regulation  
Agency

6 LEAD PROVIDERS



Teach First

Teach First,  
Education  
Development Trust,  
UCL,  
Ambition Institute,  
Best Practice  
Network Capita



Department  
for Education



Teaching  
Regulation  
Agency

6 LEAD PROVIDERS



Teach First

87 TEACHING SCHOOL HUBS



Teach First,  
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UCL,  
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Best Practice  
Network Capita

Centres of excellence, providing  
high-quality professional  
development for teachers at all  
stages of their careers (eg ITT, ECF,  
NPQs)



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STRATEGIC LEAD SCHOOLS AND DELIVERY PARTNERS



Department  
for Education



Teaching  
Regulation  
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Teach First

87 TEACHING SCHOOL HUBS



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development for teachers at all  
stages of their careers (eg ITT, ECF,  
NPQs)

Appropriate  
body services  
for ECTs  
(support and  
assessment)

STRATEGIC LEAD SCHOOLS AND DELIVERY PARTNERS

# The 2-year induction journey



Meet the Teachers' Standards

# The 2-year induction journey



Meet the Teachers' Standards

**TRAINING (Brightspace, seminars etc)  
– Teach First**



# The 2-year induction journey



**TRAINING** (Brightspace, seminars etc)  
– Teach First









**ASSESSMENT** (Xavier Appropriate  
Body)

Meet the Teachers' Standards

# The Xavier ECF team

[TeachingSchoolHub@xaviercet.org.uk](mailto:TeachingSchoolHub@xaviercet.org.uk)

Charlotte Carr	Sophie Hunter	Jan Keating	Kay McGregor
			
Deputy Director of the Xavier TSH	Appropriate Body and ECF area lead	ECF area lead	ECF area lead
Katherine Powlson	Kate du Toit	Alison Maingard	
			
Partnership Manager	Operations Officer	ECF Administration Assistant	

# The Teach First ECF programme



# A model of teacher development

## Novice

'Textbook' knowledge  
Needs close supervision

## Beginner

Working knowledge of key aspects of practice  
Limited situation perception

## Competent

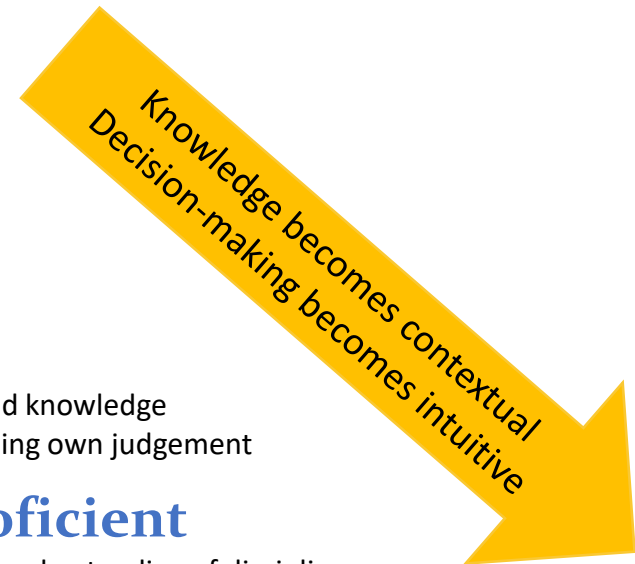
Good working and background knowledge  
Able to achieve most tasks using own judgement

## Proficient

Deep understanding of discipline  
Achieves high standards routinely

## Expert

Intuitive and holistic grasp of situations  
Achieves excellence with ease

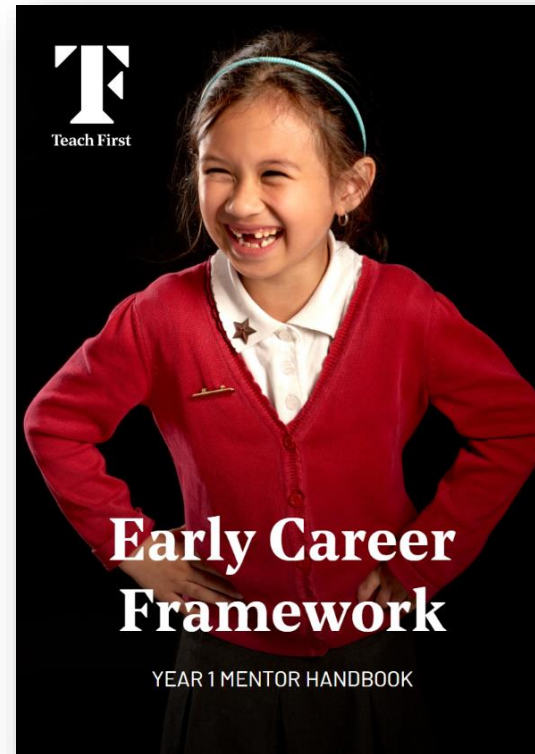
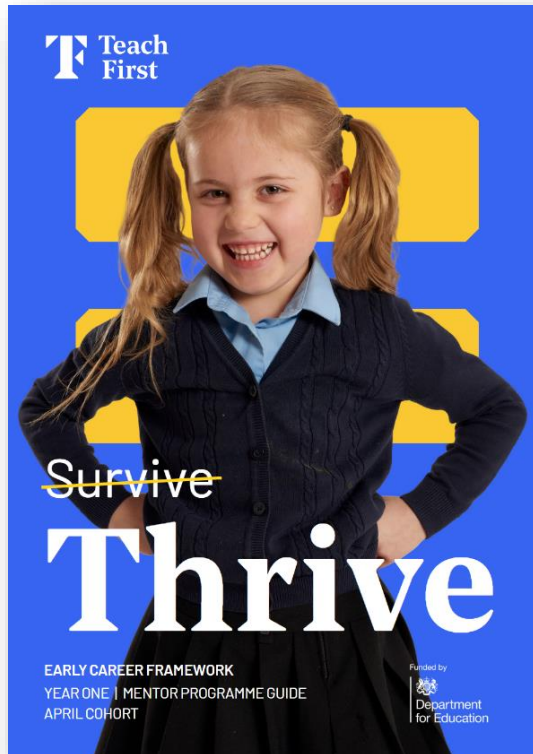


(Dreyfus & Dreyfus, 1986)

# ECTs' entitlements

- a suitable post
- 2-year training programme based on the early career framework
- support from a dedicated mentor
- time off-timetable for induction activities, including training and mentor sessions
- regular progress reviews and 2 formal assessments against the teachers' standards

# Programme Guide and Handbook



# Mentor Handbook

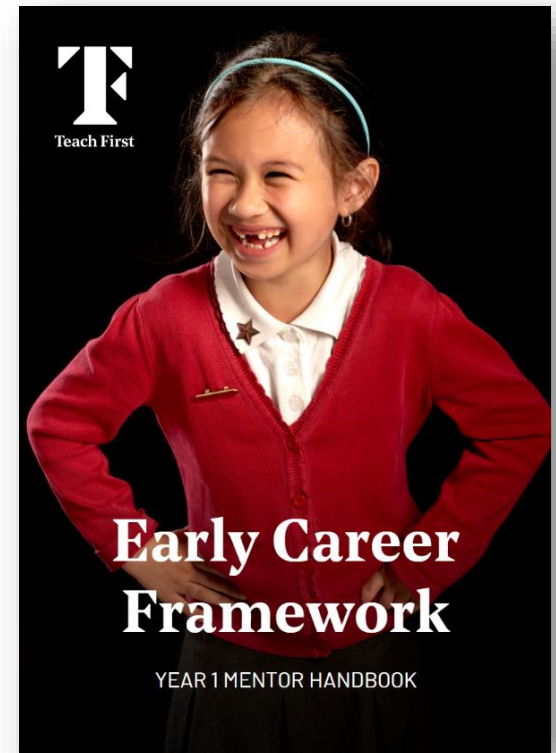
Breakdown of each module

Breakdown of scheduled mentor interactions

Guidance on what to discuss in each meeting

How to plan for the next meeting

Space to record precise action steps and next meeting date



# THE TEACH FIRST PROGRAMME

The ECF Programme is a blend of both **online self-directed study materials** and **in-person learning**.

The transition between each mode of learning has been carefully sequenced to ensure that the ECT's knowledge and application of effective pedagogy builds steadily over the course of the programme.





## Teach First ECF Programme - Year 1

6 modules (1 per half-term):

1. How can you create an effective learning environment?
2. How do pupils learn?
3. What makes classroom practice effective?
4. How can you use assessment and feedback to greatest effect?
5. How can you support all pupils to succeed?
6. How can you design a coherent curriculum?

Optional:

- Stretch content
- Wellbeing module

### Time commitment for ECTs:

Induction

6 hours  
In-person

Self-directed study

4.5 hours  
per half-term

Seminars

2 x 90-minute seminar  
per half-term

Mentoring

Weekly sessions

### Time commitment for mentors:

Induction

6 hours  
In-person

Overview videos

1 hour  
per half-term

Seminars

1 x 60-minute seminar per half-term  
1 x 30-minute self-directed study per half-term  
(90-minutes total)

Mentoring

Weekly sessions

## Teach First ECF Programme - Year 2

6 development cycles (1 per half-term):

1. Developing pupils' intrinsic motivation
2. Supporting pupils to develop subject-specific skills
3. Using meaningful & memorable explanations
4. Anticipating & addressing common misconceptions
5. Using structured talk to develop pupils' literacy
6. Developing a coherent curriculum

Optional:

- Becoming a careers leader
- Implementing research in the classroom
- An introduction to mentoring
- An introduction to middle leadership

### Time commitment for ECTs:

Induction	Self-directed study	Seminars	Expert practice	Mentoring
6 hours In-person	45 minutes per half-term	1 x 90-minute group session per half-term	1 x 60-minute expert practice observation per half-term	Fortnightly sessions

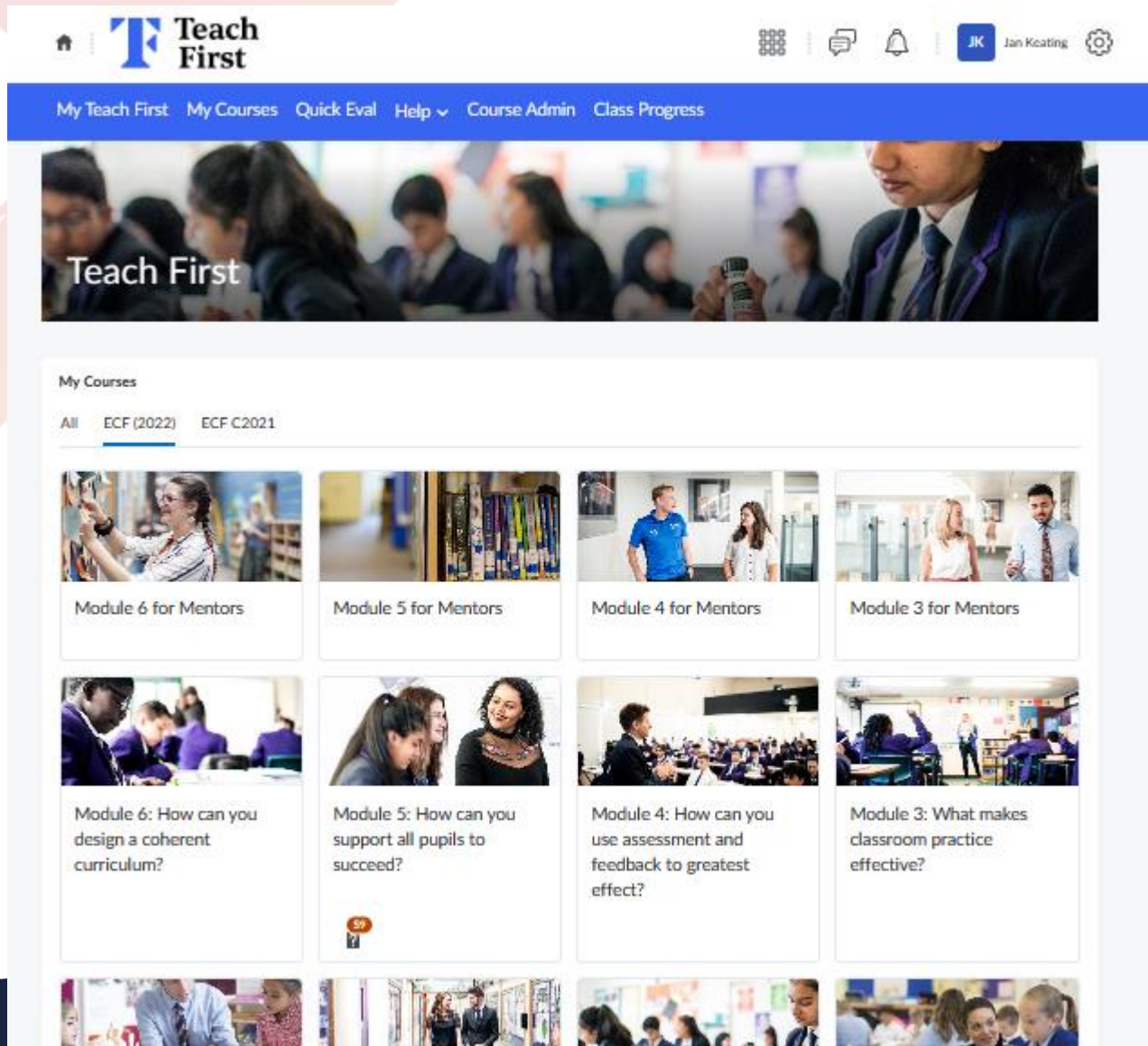
### Time commitment for mentors:

Induction	Self-directed study	Seminars	Mentoring
6 hours In-person	30 minutes per half-term	1 x 60-minute seminar per half-term	Fortnightly sessions

# Self-directed study

MODULE	<i>BRIGHTSPACE SELF-DIRECTED STUDY</i>
Module 1	How can you create an effective learning environment?
Module 2	How do pupils learn?
Module 3	What makes classroom practice effective?
Module 4	How can you use assessment and feedback to greatest effect?
Module 5	How can you support all pupils to succeed?
Module 6	How can you design a coherent curriculum?

# Brightspace



The screenshot displays the Teach First Brightspace user interface. At the top, the Teach First logo is on the left, and navigation icons (grid, chat, bell, profile, settings) are on the right. The profile icon shows 'JK Jan Keating'. Below the header is a blue navigation bar with links: 'My Teach First', 'My Courses', 'Quick Eval', 'Help', 'Course Admin', and 'Class Progress'. A large banner image of students in a classroom is shown with the 'Teach First' text overlaid. The main content area is titled 'My Courses' and includes tabs for 'All', 'ECF (2022)', and 'ECF C2021'. A grid of course modules is displayed, each with a thumbnail image and a title. The first row contains 'Module 6 for Mentors', 'Module 5 for Mentors', 'Module 4 for Mentors', and 'Module 3 for Mentors'. The second row contains 'Module 6: How can you design a coherent curriculum?', 'Module 5: How can you support all pupils to succeed?' (with a '59' badge), 'Module 4: How can you use assessment and feedback to greatest effect?', and 'Module 3: What makes classroom practice effective?'. A third row of thumbnails is partially visible at the bottom.

Teach First

My Courses

All ECF (2022) ECF C2021

Module 6 for Mentors

Module 5 for Mentors

Module 4 for Mentors

Module 3 for Mentors

Module 6: How can you design a coherent curriculum?

Module 5: How can you support all pupils to succeed?

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

Module 3: What makes classroom practice effective?

# Brightspace demo

## ECT YEAR ONE – SPRING TERM 1

### Module 3 – What makes classroom practice effective?

Wk	Date (week commencing)	Brightspace self-study	Suggested stimulus	Suggested focus of mentor interaction (page in mentor handbook)	ECT training (dates, times and locations, as advised separately)	Mentor training
14	2 Jan 2023				<b>Module 3: Seminar 1</b> Using examples and non-examples  <b>Module 3: Seminar 2</b> Using questioning to extend and challenge pupils	<b>Mentor seminar 3</b> Not all practice is equal (choice of 6 online training sessions, delivered by Strategic Lead schools – links to go out in bulletins)  <b>Self-directed study after the seminar</b> Deliberate practice
15	9 Jan 2023	Review of previous learning	10-minute drop-in lesson observation	Review of learning or building knowledge (p43)		
16	16 Jan 2023	Explanations and modelling	10-minute drop-in lesson observation	Using the strategy of 'think aloud' to model metacognitive processes (p46)		
17	23 Jan 2023	Guided practice	Discussion	Planning guided practice to build pupil independence (p48)		
18	30 Jan 2023	Independent practice	10-minute drop-in lesson observation	Guided and independent practice (p51)		
19	6 Feb 2023	Questioning	Discussion	Planning effective questions (p54)		

89 % Completed: 62 / 70

Date: 12/12/2022  
Sessions: 1

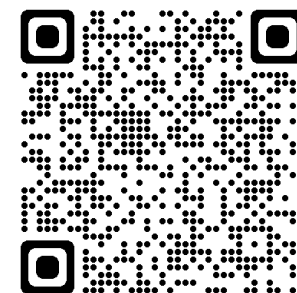
88 %

No scores received

# Seminars - ECTs

MODULE	TWILIGHT TRAINING SEMINARS
Module 1	Seminar 1: Using praise and consequences effectively (Induction Session 1) Seminar 2: Holding high expectations of all pupils
Module 2	Seminar 1: Avoiding working memory overload Seminar 2: Building well-organised mental models
Module 3	Seminar 1: Using examples and non-examples Seminar 2: Using questioning to extend and challenge thinking
Module 4	Seminar 1: Structuring questions to anticipate and identify misconceptions Seminar 2: Peer- and self-assessment
Module 5	Seminar 1: Developing pupils' reading and writing Seminar 2: Adaptive teaching and the graduated approach
Module 6	Seminar 1: Identifying and sequencing concepts, knowledge and skills Seminar 2: Supporting pupils to think critically

Kate du Toit – [k.dutoit@xaviercet.org.uk](mailto:k.dutoit@xaviercet.org.uk)



# Seminars - mentors

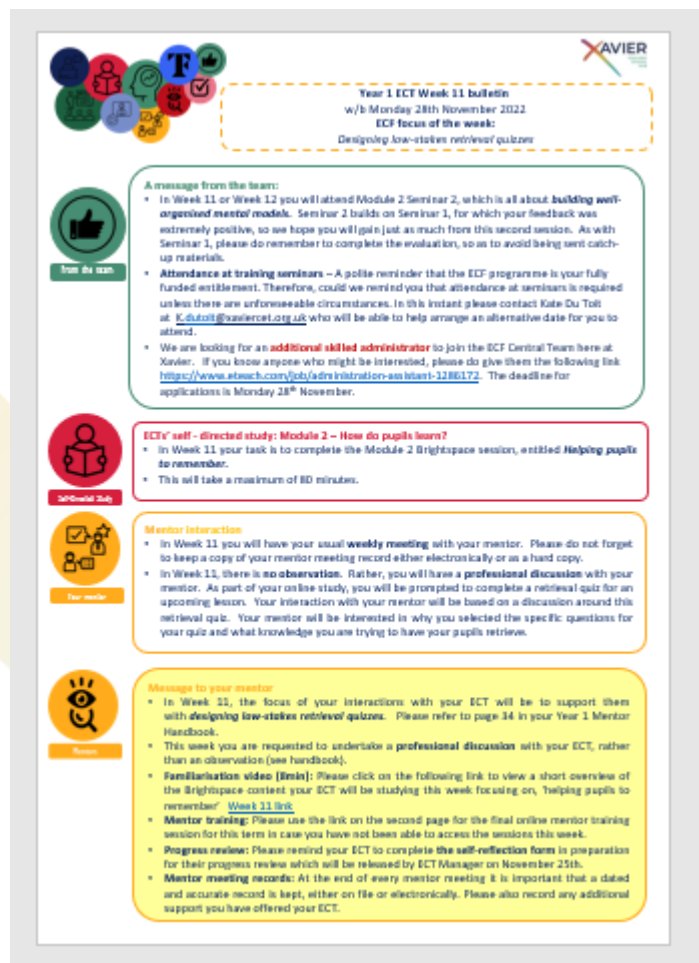
During the first year of the programme each **mentor** should attend **one seminar per half-term**. These last approximately **one hour** and are linked to the content covered by the ECT in their online study materials.

The seminars are delivered online by some of our Strategic Lead schools and you have a choice of dates. Links are sent out on our weekly bulletins.

	PRIMARY	PRIMARY	PRIMARY	SECONDARY	SECONDARY	SECONDARY
Training being delivered by	St Mary's Primary School	New Haw Community School	St Polycarp's Catholic Primary	Reigate School	St John the Baptist School	Esher C of E High School
Seminar times	4-5 pm	4-5 pm	4-5 pm	4-5 pm	4-5 pm	4-5 pm
<b>Mentor Seminar 2</b>	Tue 22 Nov 2022	Wed 23 Nov 2022	Thu 24 Nov 2022	Mon 21 Nov 2022	Tue 29 Nov 2022	Wed 23 Nov 2022
<b>Mentor Seminar 3</b>	Tue 24 Jan 2023	Mon 30 Jan 2023	Thu 26 Jan 2023	Mon 23 Jan 2023	Tue 24 Jan 2023	Wed 25 Jan 2023
<b>Mentor Seminar 4</b>	Tue 14 Mar 2023	Mon 20 Mar 2023	Thu 16 Mar 2023	Mon 13 Mar 2023	Tue 14 Mar 2023	Wed 15 Mar 2023
<b>Mentor Seminar 5</b>	Tue 9 May 2023	Mon 15 May 2023	Thu 11 May 2023	Mon 8 May 2023	Tue 16 May 2023	Wed 10 May 2023
<b>Mentor Seminar 6</b>	Tue 20 Jun 2023	Mon 26 Jun 2023	Thu 22 Jun 2023	Mon 19 Jun 2023	Tue 27 Jun 2023	Wed 21 Jun 2023

# Bulletins

Each Thursday you will receive a bulletin from the Xavier ECF team, which gives you clear direction for the coming week.



**Year 1 ECT Week 11 bulletin**  
w/b Monday 28th November 2022  
**ECF focus of the week:**  
Designing low-stakes retrieval quizzes

**A message from the team:**

- In Week 11 or Week 12 you will attend Module 2 Seminar 2, which is all about **building well-organised mental models**. Seminar 2 builds on Seminar 1, for which your feedback was extremely positive, so we hope you will join just as much from this second session. As with Seminar 1, please do remember to complete the evaluation, so as to avoid being sent catch-up materials.
- Attendance at training seminars** – A polite reminder that the ECF programme is your fully funded entitlement. Therefore, could we remind you that attendance at seminars is required unless there are unforeseeable circumstances. In this instance please contact Kate Du Toit at [K.dutoit@xaveriaet.org.uk](mailto:K.dutoit@xaveriaet.org.uk) who will be able to help arrange an alternative date for you to attend.
- We are looking for an **additional skilled administrator** to join the ECF Central Team here at Xavier. If you know anyone who might be interested, please do give them the following link <https://www.aber.ac.uk/jobs/administration-employment-1286172>. The deadline for applications is Monday 28<sup>th</sup> November.

**ECT's self-directed study: Module 2 – How do pupils learn?**

- In Week 11 your task is to complete the Module 2 Brightspace session, entitled **Helping pupils to remember**.
- This will take a maximum of 80 minutes.

**Mentor interaction:**

- In Week 11 you will have your usual **weekly meeting** with your mentor. Please do not forget to keep a copy of your mentor meeting record either electronically or as a hard copy.
- In Week 12, there is **no observation**. Rather, you will have a **professional discussion** with your mentor. As part of your online study, you will be prompted to complete a retrieval quiz for an upcoming lesson. Your interaction with your mentor will be based on a discussion around this retrieval quiz. Your mentor will be interested in why you selected the specific questions for your quiz and what knowledge you are trying to have your pupils retrieve.

**Message to your mentor:**

- In Week 11, the focus of your interactions with your ECT will be to support them with **designing low-stakes retrieval quizzes**. Please refer to page 34 in your Year 1 Mentor Handbook.
- This week you are requested to undertake a **professional discussion** with your ECT, rather than an observation (see handbook).
- Familiarisation video [link]:** Please click on the following link to view a short overview of the Brightspace content your ECT will be studying this week focusing on, **Helping pupils to remember?** [Week 11 link](#).
- Mentor training:** Please use the link on the second page for the final online mentor training session for this term in case you have not been able to access the sessions this week.
- Progress review:** Please remind your ECT to complete the **self-reflection form** in preparation for their progress review which will be released by ECT Manager on November 25th.
- Mentor meeting records:** At the end of every mentor meeting it is important that a dated and accurate record is kept, either on file or electronically. Please also record any additional support you have offered your ECT.



# Observations and/or discussions

- Weekly observation or discussion.



## Lesson Observation Form

ECT name		School	
Year group		Subject	
Observed by		Date	
Target the ECT is currently working on:			Teachers' Standard to which this relates:
Any additional information that may be relevant to the observation:			
Timings	Observation notes		Comments (could relate to Teachers' Standards)

# Weekly mentor meeting



## Professional interaction/meeting with mentor

ECTs will meet weekly with their mentors to either:

- discuss an observed lesson and undertake instructional coaching to enhance their practice, or
- engage in a focused professional discussion about areas of their practice, self-study and reflections.

It is also an opportunity to discuss key upcoming dates and deadlines.

Reflections on how my week has been and how I am managing the role:	
Focus for this week:	
Examples of how I have made progress against this focus:	
Any challenges/barriers I have faced:	Steps I have used/planned to overcome these:
My next steps:	

# Summary of Year 1 TRAINING

ECT	Mentor
Complete Brightspace online training weekly	Watch familiarisation video re your ECT's online training; monitor their engagement on Brightspace
Weekly mentor meeting (complete and keep record)	Weekly meeting with ECT
Weekly observation or professional discussion (keep records)	Weekly observation or professional discussion (give completed observation record to ECT)
Attend 2 x face-to-face, twilight seminars half-termly; complete evaluation	Attend 1 hr online training half-termly; monitor ECT's attendance at their seminars

# Assessments, progress reviews and *ECT Manager*



# The 2-year induction journey



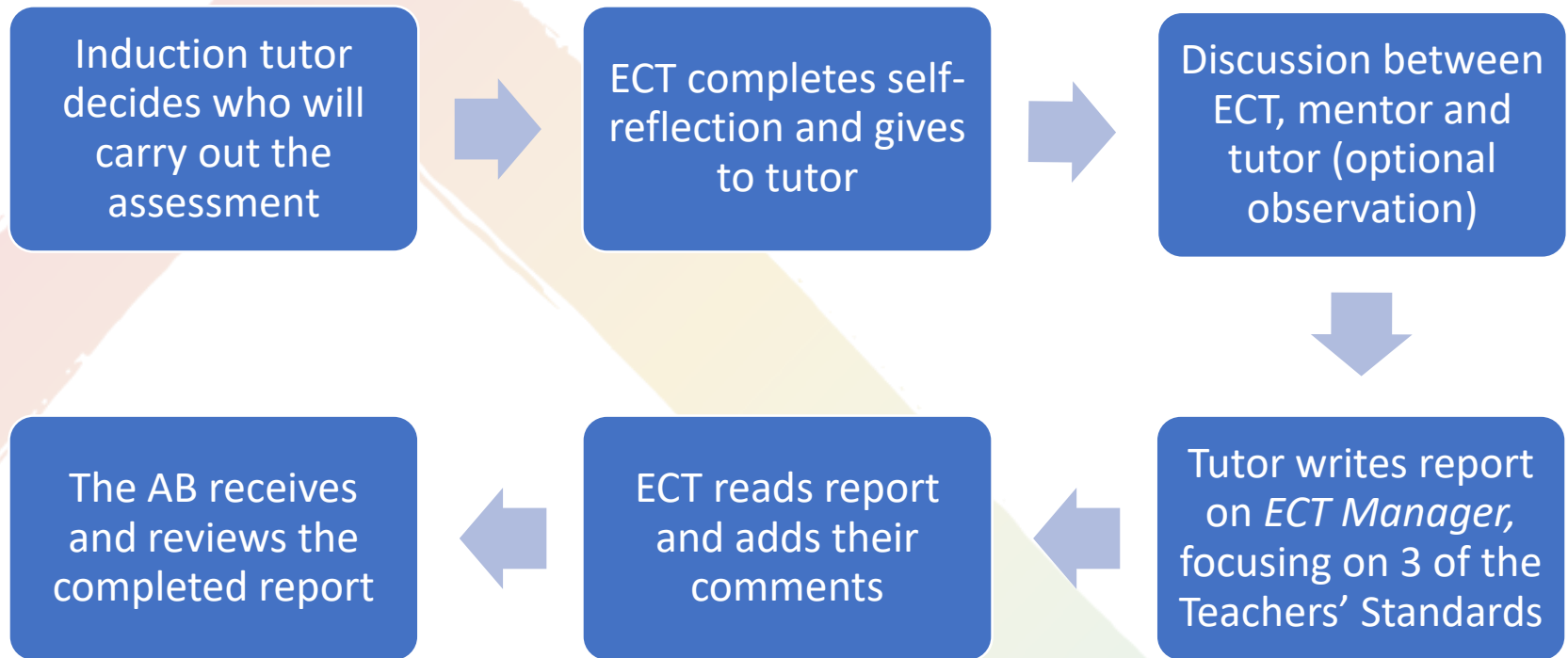
**TRAINING** (Brightspace, seminars etc)  
– Teach First



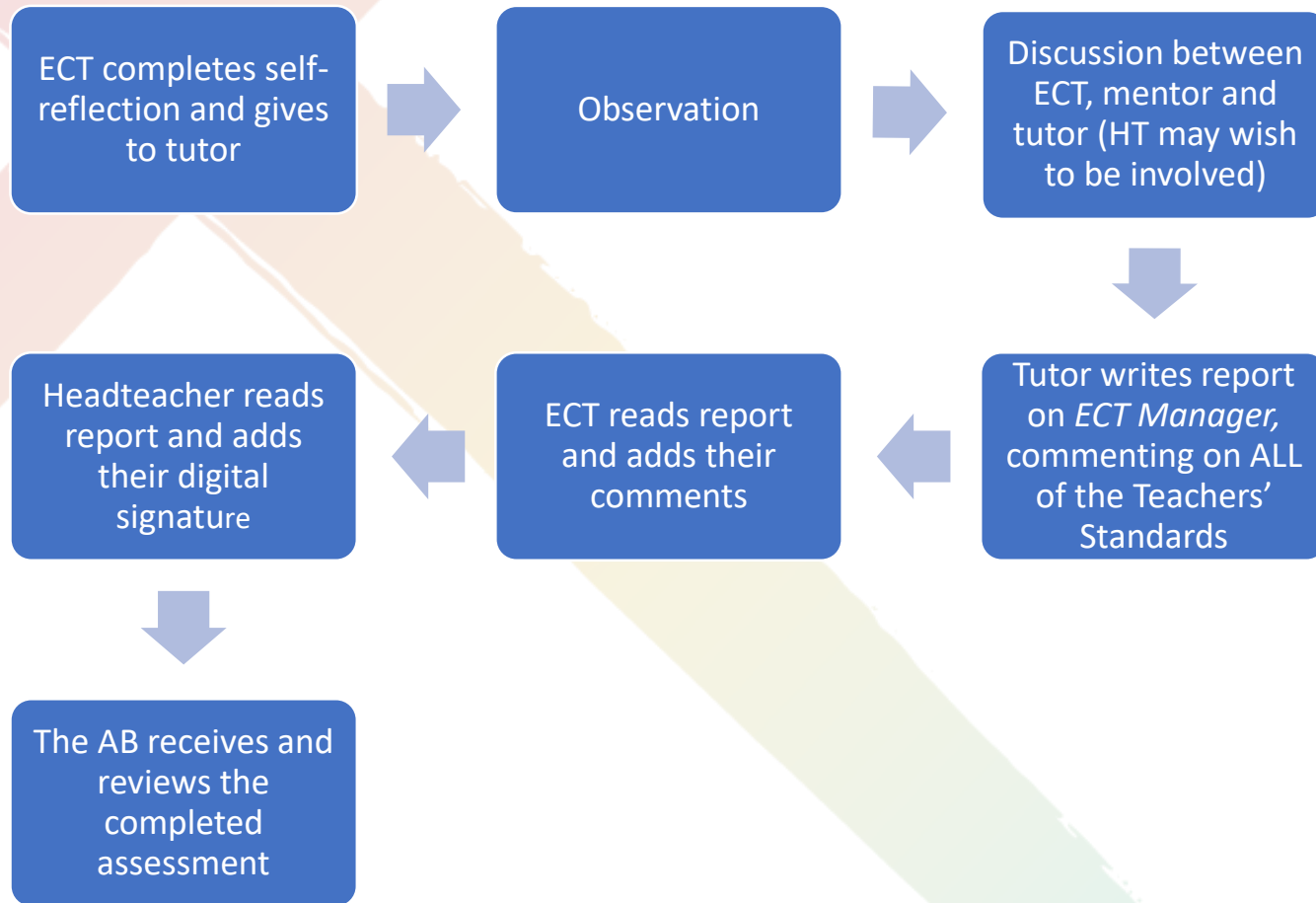
**ASSESSMENT** (Xavier Appropriate  
Body)

Meet the Teachers' Standards

# Progress reviews



# Formal assessments



# ***ECT Manager***

**<https://xaviertsh.ectmanager.com>**

Please refer to the *ECT Progress Review and Assessment Handbook*, which can be found on the *Resources* tab on *ECT Manager*.



# Takeaways and questions ...



