

Funded by



Department
for Education



Teach First

Strengthening

foundations

EARLY CAREER FRAMEWORK

YEAR TWO | ECF LEAD / INDUCTION TUTOR PROGRAMME GUIDE

Early Career Framework - Year two

6 development cycles (1 per half term)

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

Optional

- ▶ Implementing learnings from education research
- ▶ An introduction to effective mentoring
- ▶ An introduction to becoming a careers leader
- ▶ Preparing for middle leadership

Time commitment for ECTs

- ▶ **Induction**
6 hour session
- ▶ **Self-directed study**
45 minutes per half term
- ▶ **Seminars**
1 hour 30 min per half term
- ▶ **Mentoring meetings**
Fortnightly sessions
- ▶ **Demonstration**
1 hour per half term

Time commitment for mentors

- ▶ **Induction**
3 hour session
+ 1 hour 30 min self-directed
- ▶ **Self-directed study**
30-45 min per half term
- ▶ **Seminars**
1 hour per half term
- ▶ **Mentoring meetings**
Fortnightly sessions
- ▶ **Demonstration**
1 hour per half term

Contents

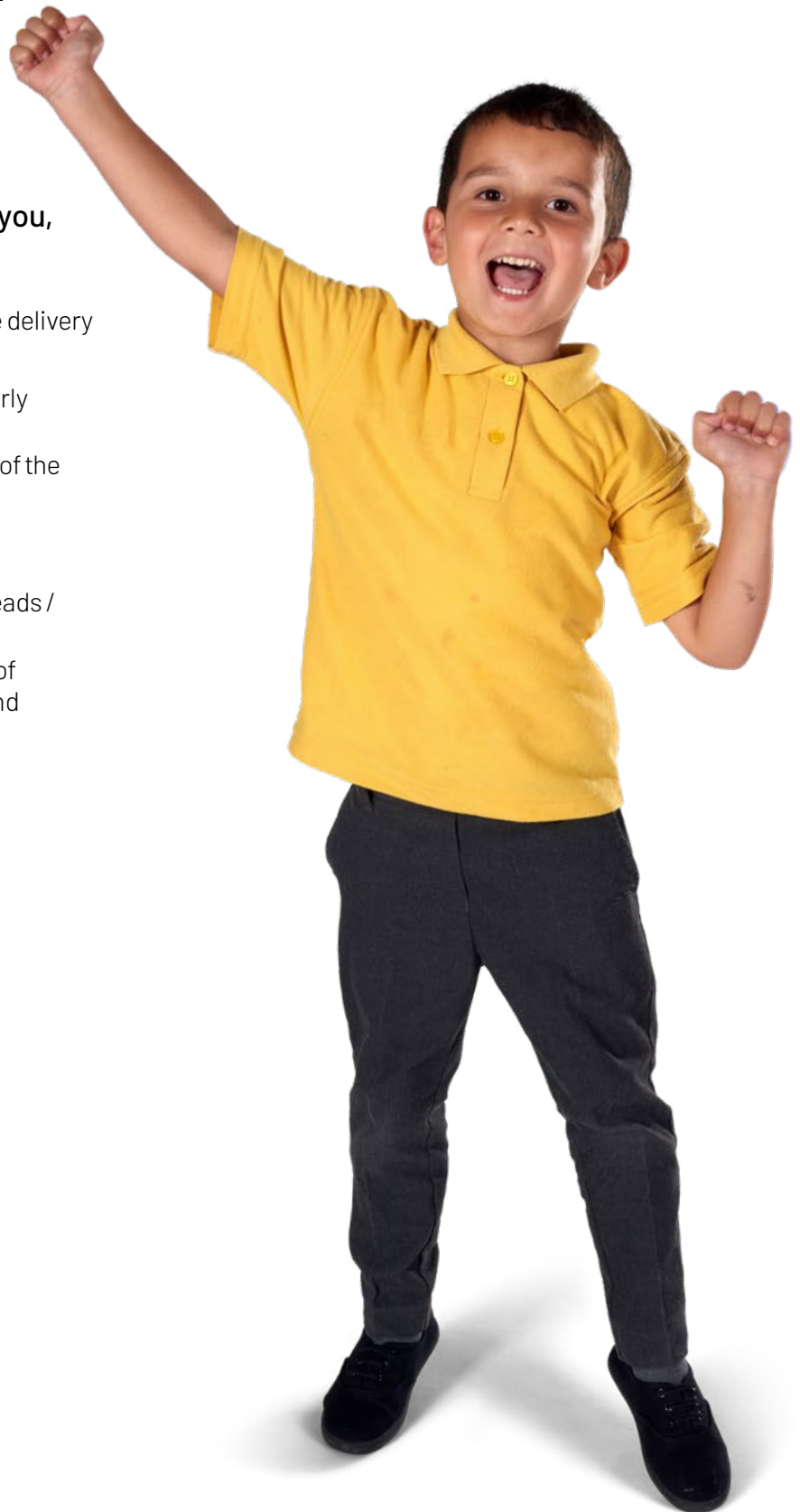
Introduction.....	4
About the Early Career Framework.....	5
Working with Teach First.....	6
Roles and responsibilities	7
Programme structure	8
ECT and mentor training	8
ECT training	10
ECT role and responsibilities	13
Leadership series (optional)	13
Mentor interactions	14
Mentor training	15
Mentor role and responsibilities	17
ECF Lead / induction tutor: delivering the programme.....	19
Appendices	
A: Weekly development cycle guide and self-directed study	22
Weekly development cycle guide	22
Self-directed study to revisit.....	24
B: Feedback model	25
C: Setting precise action steps	27
D: Worked example of development cycle 1	29
E: Programme member – Code of Conduct	32
References	34

Introduction

Welcome to year two of the Teach First Early Career Framework (ECF) programme. We are delighted to be working with you and your school to ensure your early career teachers (ECTs) continue to have the best possible start to their teaching career. This programme has been designed with experts to incorporate best practice. It is underpinned by the most up-to-date research, to support you, your mentors and your ECTs.

This programme guide will support you with the delivery of year two in your school. It contains:

- an overview of year two of the Teach First Early Career Framework programme
- an overview of the roles and responsibilities of the ECF Lead / induction tutor, ECT and mentor
- ECT training
- Mentor training
- details of the programme delivery for ECF Leads / induction tutors
- appendices including the weekly sequence of learning and support, the feedback model and development cycle 1 worked example



About the Early Career Framework

The Early Career Framework (ECF) is a fully-funded, two-year package of structured training and guidance for early career teachers (ECTs). The ECF is at the heart of the DfE's teacher recruitment and retention strategy to transform the support teachers get at the beginning of their careers. It's informed by the best available research and ensures you have the dedicated time you need to focus on the development of your early career teachers (ECTs).

Year two programme design

The aim of the second year is to secure and develop your ECT's pedagogical knowledge and skills in their subject and/or phase.

ECT training will be organised into development cycles which occur every half term, meaning that ECTs will complete six cycles across the year. These cycles are linked to the topics covered in year one.

Research suggests that it can take somewhere between 5 – 7 years to develop teacher expertise (Berliner, 2004) and that teachers can continue to develop many years after this (Papay and Kraft, 2016)

It is important to note that the Early Career Framework and the Core Content Framework are very similar. This means that concepts will be built upon from initial teacher training to the Early Career Framework and these concepts will again be revisited in year two of ECF. This approach to your ECT's professional development will enable them to build complex mental models and automaticity in their practice and across a wide range of contexts.

In year two they will also have more autonomy over their learning by identifying areas for development in collaboration with their mentor and will select specific modules and sessions from the year one self-directed study to revisit. This will strengthen their implementation of key strategies and help refine subtle and more complex aspects of practice.

ECTs access the year one self-directed study without the opportunity to discuss key concepts or strategies with others. Therefore, some material that was covered in the year one self-directed study will be revisited in online seminars. This is because we know that learning takes place and is embedded through discussion and elaboration (Rosenshine, 2012).

Department for Education (DfE) funding

The Early Career Framework is fully-funded by the DfE. Funding allows 5% off timetable for your ECT and provides additional funding to release your mentors, to ensure both can fully engage with this training.

In the 2021/22 academic year, schools received £2,100 for the second year for each ECT and mentor pairing. This was made up of £1,200 for the early career teacher (approx. 44 hours) and £900 for the mentor (approx. 20 hours).

Schools will receive a single payment in the final term of the programme which should be allocated as £733 per ECT, per term. This payment is dependent on your teacher engaging with the programme. In each term of year two, Teach First will collect engagement data for all programme members, which will be shared with the DfE.

Working with Teach First

By working with Teach First to deliver the Early Career Framework, your school will benefit from the following:

- **School-led approach:** Developed with schools, for schools.
- **Experience:** Over 15 years helping new teachers get better, faster – whether they trained with us or not.
- **Expertise:** Cutting-edge, research-led training, supported by experts in education.
- **Flexibility:** Online learning resources that fit around teachers' timetables.
- **Tailored:** Subject- and phase-specific support from our specialists, for teachers and their mentors.
- **Connections:** Get connected to our network of thousands of schools, teachers and leaders.
- **My Wellbeing:** A module available for teachers and mentors to help manage their workload and wellbeing.
- **Chartered College of Teaching:** Free membership for teachers and mentors. This gives them access to the world's largest education database, invites to networks and exclusive events and opportunities to shape policy through consultation and roundtables.

“The content is really the most cutting-edge, evidence-based strategies and techniques there are. There are also lots and lots of helpful videos of best practice teaching to illustrate the content which my ECTs have said has been invaluable to them. The content is concise and easy to work through for both mentors and ECTs. Neither of my ECTs see the online content as a burden but a helpful additional resource to help them.”

John Stanier, Assistant Head at Great Torrington School

Great Torrington School participated in the Teach First ECF early roll-out, through our Delivery Partner TSSW.

Access to the My Wellbeing course

ECTs and mentors can access materials and resources from Teach First's My Wellbeing course. The course can be accessed via the My Teach First platform and is designed to help a teacher perform and feel at their best.

Both ECTs and mentors can engage with the course as much or as little as they wish. It will support them to develop knowledge and understanding in the following areas:

- Developing knowledge of the emotional regulation systems.
- Increasing the daily experience of recovery.
- Raising awareness of the narratives you hold about yourself.
- Reflecting on your personal values and how they guide your life.



Roles and responsibilities

Thank you for taking on the role of ECF Lead / induction tutor. We know that having a supportive senior colleague in school is often the key to success for great teachers. So that you have a clear understanding of how you can best support this programme in your school, we have outlined the roles and responsibilities of ECF Leads / induction tutors, mentors and ECTs below.

ROLES AND RESPONSIBILITIES		
ECF LEAD / INDUCTION TUTOR	MENTOR	EARLY CAREER TEACHER
<p>Should:</p> <ul style="list-style-type: none"> • be a senior leader in school with responsibility for overseeing the effective implementation of the ECF programme • make sure the programme complements Statutory Induction • make sure timetables allow for engagement • maintain ECT engagement • select an appropriate mentor • follow the process for changing mentors (if required) • Assure quality of the mentoring provision 	<p>Should:</p> <ul style="list-style-type: none"> • be an experienced teacher who is “paired” with the early career teacher to support them directly through the programme • complete the year two induction • monitor ECT engagement with the retrieval quizzes • arrange interactions • select the highest leverage area of development • engage with demonstrations • complete self-directed study • attend seminars 	<p>Should:</p> <ul style="list-style-type: none"> • engage with self-directed study • attend seminars • arrange demonstrations • attend demonstrations • inform your delivery partner if they can't attend the seminar

INFORM TEACH FIRST IF THEY CAN'T ATTEND A SEMINAR

If an ECT is unable to attend a seminar on a specific day throughout the year then they should contact your delivery partner as soon as possible.

Concerns around a continuous lack of attendance will be discussed with the ECF Lead / induction tutor and mentor.

Programme structure

ECT and mentor training

INDUCTION

At the beginning of the year, ECTs and mentors will have an induction to complete. This will help both ECTs and mentors to understand the purpose and structure of year two, which is different to year one. The table below provides you with a high-level overview of what the inductions will consist of, but further detail can be found later in the programme guide under the sections on [ECT training](#) and [mentor interactions](#).

ECT AND MENTOR INDUCTION		
AUDIENCE	TRAINING	DURATION
ECT	Seminar	6 hours
Mentor	Seminar	3 hours
	Self-directed study	1 hour 30 min

IN-YEAR TRAINING

The training and activities that ECTs and mentors will engage with is outlined in the table below. The ECT training has been organised into a development cycle which will take place every half term. Aside from the induction, ECTs will not take part in any new self-directed study in year two, instead revisiting content from year one to support their development. You can find out more about the development cycle in the section under [ECT training](#).

HALF TERMLY ACTIVITIES	
ECT	MENTOR
<ul style="list-style-type: none">• Three fortnightly interactions with their mentor (1 hour each)• Attend one seminar (1 hour 30 min)• Arrange and attend a demonstration (observation and/or discussion) (1 hour)• Complete retrieval quiz and revisit identified areas of self-directed study from year one (45 min)	<ul style="list-style-type: none">• Three fortnightly interactions with ECT (1 hour each)• If possible, attend the demonstration (observation and/or discussion) with ECT (1 hour)• Engage with training: 30-45 min self-directed study and a 1 hour seminar

SEQUENCE OF TRAINING

We have created a sequence which outlines the activity that will occur each week over each half term.

The sequence outlines:

- The self-directed study materials from year one that the ECT could revisit.
- The focus for the fortnightly mentor interactions.
- The topic of the ECT seminar and the weeks in which this may take place.
- The weeks in which the demonstration may take place.
- The weeks in which mentor training could take place.

The table below shows the sequence for the first half term. Each half term has a different developmental focus.

ADAPTING THE DEVELOPMENT CYCLE FOCUS

Following the sequence and aligning development with the focus of the cycle (for example, developing pupils' intrinsic motivation) will help to ensure your ECTs have access to the full package of support available to them. However, we recognise that some ECTs will have developmental areas that fall outside of the development cycle focus. In these instances, mentors and ECTs are encouraged to select the development focus that has the highest leverage for their ECT.

HALF-TERM 1 – DEVELOPMENT CYCLE 1: DEVELOPING PUPILS' INTRINSIC MOTIVATION	
WEEK	ACTIVITY
TBC*	Mentor induction <ul style="list-style-type: none"> • Mentors complete 1 hour 30 min of self-directed study • Mentors attend a 3 hour seminar
	ECT induction <ul style="list-style-type: none"> • ECTs attend a 6 hour session
1	Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one: <ul style="list-style-type: none"> • Module 1 – session 5: Developing pupils' intrinsic motivation • Module 2 – session 2: Considering how to introduce new knowledge to pupils • Module 2 – session 3: Using worked and partially completed examples • Module 5 – session 3: Further developing prior knowledge • Module 5 – session 4: Providing additional scaffolds
1-2	Extend – ECT seminar Developing pupils' intrinsic motivations.
	Refocus – mentor interaction one Focus: Decide upon an area of development.
2-3	Demonstration – observation/discussion ECT observes or has a discussion with an expert colleague focused on their chosen area of development.
	Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.
3-5	Integration ECT incorporates new learning into their practice.
5 Or 6	Feedback – mentor interaction three Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.
1-6	Mentor training Mentors complete self-directed study.

*Your delivery partner will confirm induction dates with you.

ECT training

INDUCTION

The induction will help ECTs understand the purpose and structure of year two. A brief overview of the content has been outlined below:

- the purpose and structure of year two
- building on prior knowledge – understanding how the content is sequenced
- using Brightspace in year two and how this will differ to year one
- a walk through of the development cycle
- developing as an inclusive practitioner
- ensuring their workload is sustainable
- roles and responsibilities
- how your ECT can use networks to support their professional development

IN-YEAR TRAINING

The aim of the second year is to secure and further develop the ECT's pedagogical knowledge and skills in their subject and/or phase. ECTs undertake six development cycles over the year. The focus for each cycle is outlined in the table to the right.

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

These themes have been selected as they are considered more challenging aspects of teaching to master. However, we recognise that the highest leverage development area for ECTs may vary and therefore, where necessary, we recommend that you encourage your ECT and mentor to focus on an area of development that is most pertinent to their practice for the duration of the development cycle. The development cycle structure is shown in detail in the table on page 11.

DEVELOPMENT CYCLE STRUCTURE PER HALF TERM

Week 1	Retrieve – <i>Self-directed study (45 min)</i> ECTs complete a retrieval quiz in preparation for the seminar and revisit content from year one.
Week 1–2	Extend – <i>ECT seminar (1 hour 30 min)</i> ECTs explore key pedagogical themes through the lens of a subject and phase.
	Refocus – <i>Mentor interaction 1 (1 hour)</i> A developmental area is chosen for the ECT to work on for the rest of the cycle.
Week 2–3	Demonstration – <i>Observation and/or discussion (1 hour)</i> ECTs attend an observation and/or a discussion with an expert colleague focused around their area of development. Where possible, the mentor also attends.
	Deconstruction – <i>Mentor interaction 2 (1 hour)</i> The ECT and mentor discuss what was observed and formulate a plan of how to integrate new learning into practice.
Week 3–5	Integration ECTs integrate new learning into their practice.
Week 5 or 6	Feedback – <i>Mentor interaction 3 (1 hour 10 min)</i> Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.

Retrieve

At the beginning of each cycle the ECT will complete a retrieval quiz. This will support recall of key information and highlight any areas that may require further development. After completing this, the ECT can revisit areas of the self-directed study to refresh their knowledge on content that links to the focus of the development cycle.

Extend

After ECTs have revisited the self-directed study, they will attend a seminar. The purpose of this seminar is to explore key concepts from the ECF through a subject- or phase-specific lens. The concepts and knowledge shared in the seminar will run as a theme through the rest of the development cycle.

The seminars are all:

- scheduled for week one or two of each half term.
- attended by ECTs who teach the same phase or subject.
- delivered by subject specialists.

To ensure high-quality, subject-specific content is delivered, these seminars have been designed in collaboration with our subject matter experts to build on key themes covered in year one.

Refocus

After the seminar your ECT will meet with their mentor to decide on what the highest leverage area is for them to improve their practice. Ideally, the focus should link to the development cycle focus for the half term but it may be that their area for improvement is different and they choose to target part of their practice that isn't aligned with this.

The key is selecting an area of practice that will make the biggest difference to your ECT. Once they have agreed a development focus and action step, they will then need to arrange attendance at a demonstration (observation and/or discussion) by a colleague who demonstrates high-quality practice in the focus area. Their mentor will support them with this and may choose to join their ECT in the demonstration.

Demonstration

After ECTs have decided upon their focus with their mentor, they will attend a demonstration of this focus by an expert colleague. A demonstration is either an observation of a colleague or a discussion with a colleague who exemplifies excellent practice linked to the area of development. This demonstration can take the form of a lesson observation or discussion so that some practices that may be hard to see in use in a lesson can be shared and explored through discussion and modelling.

The demonstration should be linked to the ECT's area for development for this cycle. For example, if the teacher was aiming to develop their ability to plan retrieval and spaced practice into their curriculum sequence, a useful demonstration would be to discuss with an expert colleague in their subject/phase how they built these opportunities into their curriculum sequence and lesson plans and view some planning documents, making notes about how to do this effectively.

These demonstrations:

- are likely to take place in week three or four of each half term
- are organised by the ECT and mentor in your school
- require time out of class if the ECT is observing another colleague. The ECT's 5% off timetable can be used here to ensure this is possible
- should also be attended by mentors if possible to support with the following mentor meeting – deconstruction

Deconstruction

After the demonstration, ECTs attend their second mentor meeting where they discuss what was observed and plan how to integrate new strategies, techniques, or approaches into their practice.

Integration

ECTs then spend one to two weeks practicing before meeting with their mentor where they receive feedback on their practice.

Feedback

This meeting should be structured using instructional coaching and the feedback model. Depending on the ECT's area of development, the stimulus for this interaction will either be an informal drop-in observation, or a discussion. A drop-in observation should be used for any areas of development that can be observed in the classroom (for example, providing a suitable level of scaffold). A discussion should be used for any areas of development that cannot be observed in the classroom (for example, planning in retrieval practice throughout the curriculum). In this instance, the curriculum that the ECT has planned during the integration stage would be reviewed during a discussion and feedback would be focused on this.

If an ECT's area of development does lend itself more to a discussion, we recommend that a drop-in observation linked to that focus is still carried out where possible.

During the final part of this interaction, mentors and ECTs discuss the focus of the next development cycle and identify areas of the self-directed study that the ECT might wish to revisit at the beginning of the next cycle.

ECT role and responsibilities

ENGAGE WITH SELF-DIRECTED STUDY

ECTs will complete a retrieval quiz at the beginning of each module and access any content from year one that they feel they need to revisit. They will have up to 45 minutes per half term to complete this.

ATTEND SEMINARS

ECTs will be expected to attend one seminar per half term.

ARRANGE DEMONSTRATIONS

The ECT will observe or have a discussion with an expert colleague focused on their chosen area of development. It is the role of the ECT and mentor to select an appropriate expert colleague and to arrange the demonstration.

ATTEND DEMONSTRATIONS

ECTs will be expected to attend one observation/discussion with an expert colleague in school per half term.

Leadership series (optional)

In the summer term, your ECT will have the opportunity to engage with the optional leadership series. This series will be available on the Brightspace platform accessed via My Teach First. The series has been designed to support your ECT as they begin to consider progression in their role. Your ECT and mentor can discuss which aspects of the series would be useful for the teacher to access to support their continued development

LEADERSHIP SESSIONS	
TITLE	SYNOPSIS
Implementing learnings from education research	Engaging with research and implementing learning into the classroom is an important part of being an effective teacher and leader. This session will support you to find and select high-quality research evidence to inform your practice. It looks at the key considerations for implementing learnings from research, along with resources and practical advice to support you to engage and critique the evidence.
An introduction to becoming a careers leader	Becoming a careers leader for your school means that you can help support pupils to make informed choices that will shape them and their future. This session will provide an overview of the crucial role of the careers leader in the delivery and implementation of an effective and inspiring careers guidance programme that will have whole school impact. Much of the session looks at careers provision in secondary schools and colleges, but it also outlines the importance of careers-related learning for young children and how this can look in primary schools.

LEADERSHIP SESSIONS

TITLE	SYNOPSIS
An introduction to effective mentoring	Effective mentoring can have a transformational impact on a novice teacher's practice. This session will develop your understanding of the foundations of effective mentoring and will introduce some strategies that can support novice and developing teachers.
Preparing for middle leadership	This session will introduce the different roles and responsibilities of a middle leader and how you can progress your career. It will encourage you to consider your own strengths and areas for development, how to effectively lead others and how to support your own wellbeing and manage your workload as you take on additional responsibilities.

Mentor interactions

INTERACTION STRUCTURE

There will be three mentor interactions per half term that take place fortnightly. The first two interactions will be discussion-based and the third will be structured using instructional coaching. To support mentors, question prompts for each meeting can be found in the mentor programme guide along with a worked example of the interactions for each half term.

As outlined in the development cycle, there are three mentor interactions for the first half term:

Mentor interaction 1: Refocus

During the refocus, mentors will discuss the content of the seminar and identify a focus for development that will develop the ECT's subject and pedagogical knowledge. This should be the highest leverage action step or goal and will be tailored to the ECT's developmental needs. Once the development area has been agreed, the ECT or mentor should arrange the demonstration (observation and/or discussion) with a colleague who will be able to demonstrate their expertise in this area.

Mentor interaction 2: Deconstruction

Ahead of mentor interaction 2, ECTs will observe or discuss a demonstration from an expert colleague. Mentor interaction 2 provides the opportunity to deconstruct the demonstration and discuss how they can integrate learnings into their own practice. It is strongly recommended that the mentor attends the demonstration with their ECT to ensure that they can facilitate a meaningful and accurate deconstruction.

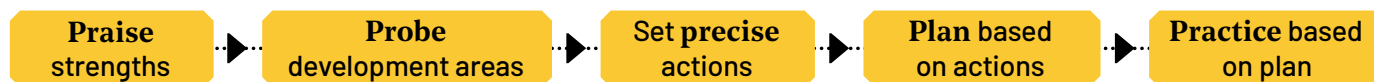
Mentor interaction 3: Feedback

Mentors will observe their ECTs implementing their learning in the final mentor interaction of the cycle and provide clear and consistent feedback using the feedback model which is based on instructional coaching. Towards the end of the meeting, there will also be time to discuss next steps and share the 'revisit' focus for the next development cycle.

THE FEEDBACK MODEL

Below is An outline of the instructional coaching model which the mentor should follow. In **appendix B** you can find an example script for each stage of the model outlined below. Your mentor can use this to guide their feedback following an observation.

If your mentor is new in role and isn't familiar with the instructional coaching model that we use, we recommend that they access the recording of Session 3: The instructional coaching model (which can be found in the Mentor Induction sessions on My Teach First).



Mentor training

The role of the mentor is crucial in supporting the successful development of the ECT. We offer a number of training opportunities and resources to support the mentor to feel confident and competent with their role in the programme.

As outlined in previous sections, the mentor should be given time to complete this training to ensure they are aware of the requirements and their responsibilities and have the opportunity to develop their mentoring skills in the professional development sessions.

MENTOR PROGRAMME GUIDE (YEAR TWO)

A new mentor programme guide has been created for year two which will provide mentors with all the information they need to support their ECT. It clearly outlines the structure of year two, details their roles and responsibilities and provides support for each interaction and stage of the development cycle that their ECT will engage with. It includes discussion prompts and questions for each development cycle that they can use to support interactions and provides worked examples of what each stage might look like in practice.

YEAR TWO MENTOR INDUCTION

To support mentors, we have provided an induction module made up of self-directed study (accessed via Brightspace) and a face-to-face seminar session (led by your delivery partner). A brief overview of the module has been outlined below:

YEAR TWO INDUCTION	
INDUCTION SESSIONS (3 HOURS)	SELF-DIRECTED STUDY MATERIAL (1 HOUR 30 MIN)
<ul style="list-style-type: none">• Introduction to year two of the ECF programme (45 min)• Supporting Development Cycles (1 hour 30 min)• Networking for professional development (1 hour)	<ul style="list-style-type: none">• Using Brightspace and your programme guide (1 hour)• Mentoring and diversity (30 min)

MENTOR TRAINING OVERVIEW

Each half term the mentor will complete a self-directed study module (30–45 min) and attend an online seminar (1 hour), which is scheduled and led by your delivery partner. During the seminars, they'll have the opportunity to meet other mentors, discuss aspects of the programme and further develop their mentoring expertise. To support mentor workload, they'll be able to access and complete the self-directed study at their own pace. Guidance on when we recommend the mentor completes the self-directed study for each half term is provided in the table below. Optional research and reading will also be provided for mentors to engage with if they wish to.

HALF TERM	SEMINAR	SELF-DIRECTED STUDY
1	Induction seminar (see above)	Induction self-directed study (see above) Mentor assessment (45 min) Before or after induction
2	Engaging your ECT with research (1 hour)	Building research literacy (30 min) Pre-seminar
3	The adaptive teacher (1 hour)	Metacognition and self-regulation in teaching (30 min) After seminar
4	A professionally-acceptable workload (1 hour)	Finding balance in your workload (30min) After seminar
5	Developing an inclusive educator (1 hour)	Understanding equality, diversity and inclusion (30min) After seminar
6	Developing beyond the ECF (1 hour)	Mentor assessment (45 min) Pre-seminar



Mentor role and responsibilities

For a novice teacher, it can be difficult to identify and articulate what makes a teacher's practice effective. The role of the mentor is therefore to use their expertise to make this explicit. By examining their own practice, narrating their thinking process, modelling teaching strategies, and identifying highest leverage actions for their ECT, the mentor can make a vital difference to their development. The responsibilities of the mentor on the ECF programme are as follows:

MONITOR ECT ENGAGEMENT WITH THE RETRIEVAL QUIZZES

Mentors should encourage ECTs to complete the retrieval quiz on Brightspace at the beginning of each development cycle. This will ensure ECTs consolidate key knowledge and identify any gaps in their understanding that may be present.

ARRANGE INTERACTIONS

Mentors should arrange fortnightly meetings with their ECT. Mentor interaction 1 (refocus) and mentor interaction 2 (deconstruction) will be discussion-based and interaction 3 (feedback) will use instructional coaching and be structured using the feedback model.

SELECT THE HIGHEST-LEVERAGE AREA OF DEVELOPMENT FOR ECT

Each development cycle has a focus which should help to determine an ECT's area of development. For example, the focus of the first development cycle is 'developing pupils' intrinsic motivation'. Each focus has been selected because of its challenges for teachers. However, we recognise that some ECTs will have developmental areas that fall outside of the particular development cycle focus. In these instances, mentors are encouraged to select the development focus that has the highest leverage for their ECT.

DEMONSTRATION (OBSERVATION/DISCUSSION)

The ECT will observe or have a discussion with an expert colleague focused on their identified area of development. It is the role of the ECT and mentor to select an appropriate expert colleague and to arrange the demonstration. The ECF Lead / induction tutor should ensure the timetable allows for this to take place as expected. Where possible, the mentor should attend the demonstration alongside their ECT.

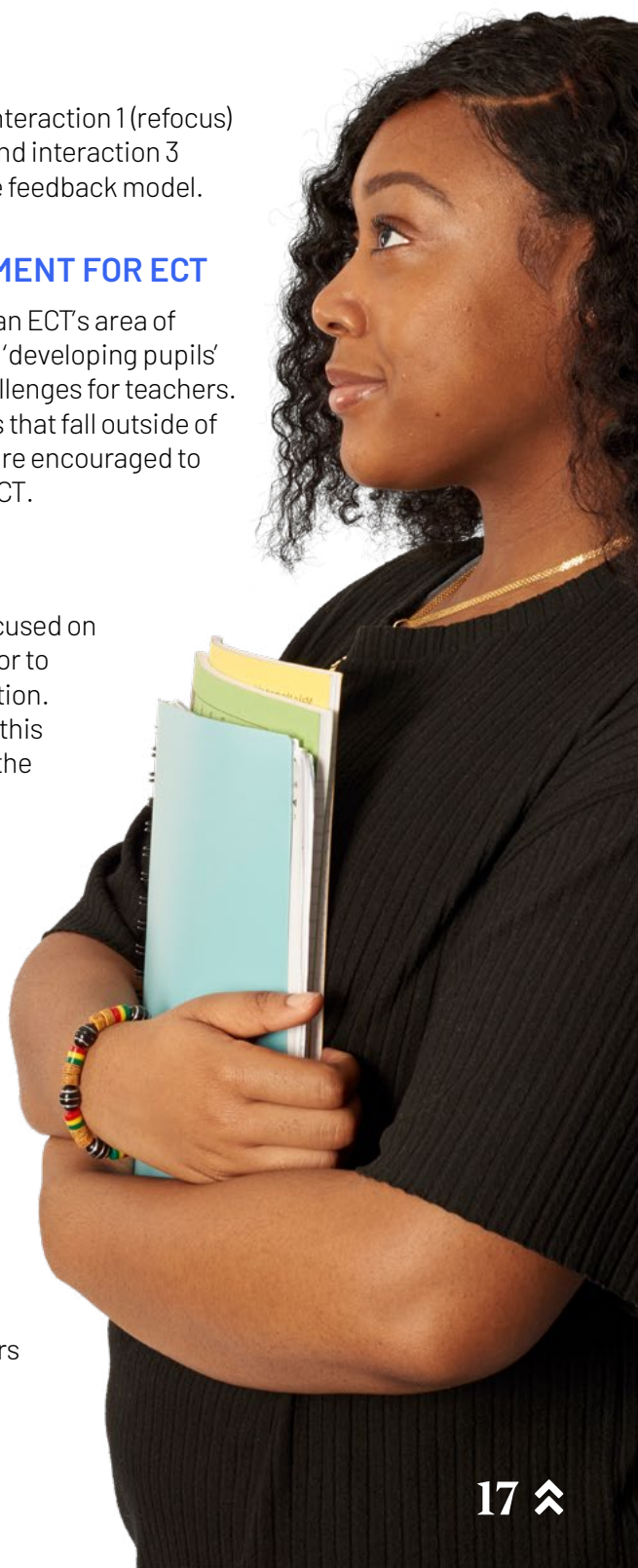
COMPLETE SELF-DIRECTED STUDY

Each half term, mentors will complete 30-45 min of self-directed study.

ATTEND SEMINARS

Mentors should attend one seminar per half term. The seminars will be delivered in small groups. They will provide mentors with an opportunity to engage in professional development, share best practice, problem solve and discuss the progress of their ECTs.

If mentors cannot attend their allocated session due to extenuating circumstances, mentors should inform your delivery partner of their absence in advance of the session. Non-attendance at online seminars will be communicated to the ECF Lead / induction tutor.



WHAT IF MY MENTOR IS NEW TO THE TEACH FIRST ECF PROGRAMME?

Year one mentor induction sessions

If you have a mentor who has not mentored an ECT on the Teach First ECF programme before, they might like to access the mentor induction sessions and recorded training sessions from year one. These can be accessed via the My Teach First platform, in the section 'Early Career Framework Programme – Mentor Training' and include:

- Session 1: The Teach First Early Career Framework
- Session 2: Moving from novice to expert
- Session 3: Instructional coaching and deliberate practice
- Session 4: Improving instruction
- Session 5: Mentoring to develop strong relationships
- Session 6: Understanding Brightspace and your assessment

Each session will take the mentor between 60 and 90 minutes to complete and includes reading, videos and self-directed activities that will support the mentor to develop their own practice. If you or the mentor feel that the content of a session has already been covered through alternative in-school training, it is advised that you both discuss which sessions would be most relevant to access.

Year one mentor seminars

Mentors will also have the option to access recordings of the year one seminars if they wish to. The following five sessions can be found on the 'Mentor training sessions' page on the Brightspace platform:

- Precise actions and shared language
- Not all practice is equal
- Supporting with wellbeing and workload
- Balancing support and challenge
- Building resilience

To further support mentors new to the Teach First ECF programme, we recommend that they take the time to read through the mentor programme guide (year one), particularly the sections on instructional coaching and how to use the feedback model.

Weekly module content overview videos

To gain an overview of the content covered by ECTs in year one, new mentors might like to watch the weekly content overview videos. These short videos provide an overview of the self-directed study materials covered by ECTs. There is a video for each session across all six modules. These can be accessed via the My Teach First platform, in the section 'Early Career Framework Programme – Mentor Training'.



ECF Lead / induction tutor: delivering the programme

As the ECF Lead / induction tutor you are responsible for ensuring that ECTs and mentors engage positively with the programme. The following roles and responsibilities outlined below will support you to do this.

Ensure the ECF programme complements statutory induction

ECF training is expected to be embedded as a central aspect of induction; it is not an additional training programme. An appropriate body, selected by the school, has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put an induction programme in place for the ECT and for ensuring that this programme of support is clearly based on the ECF. The ECF does NOT replace statutory induction but instead should complement it. The Teach First ECF programme will provide the training required for your ECT.

PROFESSIONAL PROGRESS REVIEWS

To ensure that the requirements of the ECT's induction can run in conjunction with the programme, time has been allocated for the ECF Lead / induction tutor to carry out one professional progress review each term where a formal assessment is not scheduled. The ECF Lead / induction tutor should meet with the ECT to review the ECT's progress against the Teachers' Standards. In the DfE's '[Induction for early career teachers](#)' guidance document (2021), they state the following about progress reviews:

- Progress reviews should be informed by existing evidence of the ECT's teaching and be conducted with sufficient detail to ensure nothing unexpected arises for the ECT in their formal assessment.
- Progress reviews are not formal assessments so there is no requirement for ECTs to create evidence specifically to inform progress. However, ECTs should provide copies of existing evidence as agreed with the induction tutor.
- A written record of each progress review should be retained and provided to the ECT after the meeting stating whether the ECT is on track to complete induction.
- If the ECF Lead / induction tutor is not the headteacher, they should update the headteacher on the progress of the ECT after each review.
- The ECF Lead / induction tutor should notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the ECT is not on track, the ECF Lead / induction tutor should provide the plan they have put in place to assist the ECT.

FORMAL ASSESSMENTS

There is also time allocated for the ECF Lead / induction tutor to carry out a 'formal assessment' at the end of year two. In the DfE's '[Induction for early career teachers](#)' guidance document (2021), they state the following about formal assessments:

- These should be carried out by the headteacher/principal or the ECF Lead / induction tutor. Mentors should not carry out formal assessments unless they are also acting as the ECF Lead / induction tutor.
- One formal assessment should take place in the final term of year one and year two.
- There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme.
- Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- ECTs should be kept up to date on their progress.

- Formal assessment reports should be completed for both formal assessments.
- The final assessment meeting will take place at the end of the induction period and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.
- Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the ECF Lead / induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within ten working days of the final assessment meeting.

The weeks in which both the professional progress reviews and the formal assessment could take place have been indicated on the sequence in [appendix A](#).

Ensure timetable enables engagement

The ECF Lead / induction tutor has responsibility for ensuring the mentor and ECT have the appropriate timetables to ensure that they can make the most of year two on the programme. When arranging timetables, please ensure you have enabled time for ECTs and mentors to complete the following:

EARLY CAREER TEACHERS

- Attend one seminar per half term.
- Attend a demonstration (observation/discussion) in school with an expert colleague. To engage with this, ECTs will need to be released from teaching for one hour every half term and you can manage this in a way that works best for your school.
- Meet with their mentor fortnightly for 1 hour.

MENTORS

- Engage in 1–2 hours of training per half term.
- Meet with their ECT fortnightly for 1 hour.
- Where possible, attend the demonstration with their ECT.

Maintaining ECT and mentor engagement

The ECF specifies an entitlement to a programme of development. Engagement with the programme is measured through interaction with the content and attendance at seminars. It is the responsibility of the school to monitor engagement and support their ECTs and mentors to utilise the support provided in the best way possible. It is expected that ECTs and mentors engage with self-directed study and attend seminars. A report will be generated to detail the ECT's and mentor's engagement. This report will be sent to ECF Leads / induction tutors at the end of each module. Your delivery partner will escalate any concerns with engagement to the ECF Lead / induction tutor. At any point across the year, the mentor can review the ECT's completion of retrieval quizzes via the Brightspace platform, which is accessed through My Teach First. The mentor can remind themselves of how to do this by returning to the induction modules in year one.

Should you need to withdraw an ECT from the programme, please contact your delivery partner who will initiate next steps.

Select an appropriate mentor

If your ECT doesn't have a mentor from year one, for example due to staffing changes, you will need to select a suitable mentor for your ECT.

The mentor's role in developing ECTs is crucial, therefore we have outlined some criteria you could consider when selecting the mentor for your ECT. The qualities of a highly-effective mentor include strong subject and pedagogical knowledge, evidence of impactful teaching practice, strong intra- and inter-personal skills, and current knowledge of appropriate and effective professional development. Therefore, the appropriate selection of a mentor in the development of an ECT is vital.

You should select mentors who meet (or exceed) the following criteria:

- Has Qualified Teacher Status (QTS).
- Has a minimum of two years' teaching experience.
- Is an excellent teacher of the subject/age range in which they are mentoring their ECT.
- Has a clear understanding of the Teachers' Standards including Part 2.
- Has professional characteristics and competencies that align with the National Standards for School-Based Initial Teacher Training (ITT) Mentors (TSC, 2006) and is committed to continually developing these competencies.
- Is able to support ECTs using instructional coaching.
- Is familiar with the ECF.

Following the process for changing mentors

We do ask that where appropriate, you retain the same mentor for your ECT throughout the year, because having an engaged mentor can help teachers as they develop. However, we recognise that mentors will need to change if it is in the best interests of the ECT or for other unforeseen circumstances. Should a school wish to change the mentor working on the Teach First ECF programme, you should contact Teach First outlining the rationale for the change and providing the details of a replacement mentor via the schools' portal. This will mean that we can then send induction materials to your new mentor and ensure that our records are up to date.

Quality assuring the programme

It is recommended that you carry out quality assurance activities across the year. These could include observation of the interactions between the mentor and ECT and joint lesson observations of the ECT. The ECF Lead / induction tutor should also review the attendance and engagement data supplied by your delivery partner detailing both the ECT's progress through the modules and attendance of both the teacher and mentor at seminars. It is the responsibility of the facilitator to enter attendance at each seminar. The approach to quality assurance should align with the school's broader quality assurance processes. Teach First will also conduct some quality assurance of ECT and mentor seminars.

Access to the learning platform

You will also be provided with your own Brightspace account. Through this you will be able to access the content created for ECTs and mentors as well as track and monitor engagement. You should use this to help inform discussions around lack of interaction with content.

Appendix A: Weekly development cycle guide and self-directed study

To support your ECT at each stage of the development cycle, we have provided a 'Development cycle guide' for you and them to refer to. This outlines what will happen at each development cycle stage and how they will be supported. This can be found in the following table. On page 19, you will find another table which details the areas of self-directed study that your ECT can revisit during the 'retrieve' stage.

DEVELOPMENT CYCLE GUIDE	
WEEK	ACTIVITY
1	Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one (the table below identifies some areas of the self-direct study from year one that may be helpful for your ECT to revisit).
1-2	Extend – ECT seminar Your ECT will attend an online seminar based on the development cycle focus.
	Refocus – mentor interaction one Focus: Decide upon an area of development
1-2	Stimulus (retrieval quiz, self-directed study and seminar) Discuss the seminar they attended with their mentor and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be. Decide which expert colleague will be best able to demonstrate the focus area of development and arrange an observation and discussion or a discussion (depending on the focus). Your ECT should ensure they share the focus area for development with the expert colleague so they know what you will be looking for.
2-3	Demonstration – observation and / or discussion Observe and / or have a discussion with an expert colleague focused on the chosen area of development. Where possible, your ECT's mentor will attend the demonstration (observation and / or discussion) so that they can discuss learnings during the deconstruction. If an observation is arranged, ensure that there is time for discussion with the expert teacher following the demonstration. During the discussion element of the demonstration, your ECT should ask questions to explore the expert teacher's choices and decisions. We recommend the following: <ul style="list-style-type: none"> • Where the main part of the demonstration is an observation, there should also be time to have a discussion with the expert so ECTs can ask any questions about the practice or how it was incorporated. • If a discussion seems more appropriate, where possible the mentor will also arrange an observation of classroom practice that is linked. For example, if the focus is on building in retrieval practice over a sequence of lessons, the mentor could observe their ECT performing retrieval in their lesson and consider how it fits within the wider sequence of work.

DEVELOPMENT CYCLE GUIDE

WEEK	ACTIVITY
2-3	<ul style="list-style-type: none"> The timing split between the observation and discussion during the demonstration should be balanced to suit the development focus. For example, if observation is necessary throughout the lesson, the split could be a 50 min observation and a 10 min discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15 min observation with a 45 min discussion. If the skill cannot be observed in classroom practice, then this would be run as a 1 hour discussion. Your ECT and mentor will need to decide how to split this time.
2-3	<p>Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.</p> <p>During this interaction, your ECT will explore how the expert teacher supported pupil learning and helped them achieve success.</p> <p>Consider the identified area for development (action step) and discuss how they can integrate and apply what they've learnt from both the seminar and the demonstration.</p>
3-5	<p>Integration ECT incorporates new learning into their practice.</p> <p>Suggested professional progress review (half terms 2 and 4).</p>
5 Or 6	<p>Feedback – mentor interaction three Your mentor will carry out a drop-in observation and / or discussion. This will focus on the highest-leverage area of development (action step) specified in mentor interaction one.</p> <p>We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice in a scheme of work then the time might be best spent discussing and reviewing your ECT's plans.</p> <p>We would, however, strongly recommend that a short drop-in observation is arranged at least once a half term to enable your mentor to observe your practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then your mentor might do a drop-in observation to see how your ECT performs retrieval practice and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.</p> <p>During the observation / discussion your mentor will consider how the identified area for development has been integrated into your ECT's practice.</p> <p>After the observation / discussion, feedback will be provided using the instructional coaching model:</p> <div style="text-align: center;"> <pre> graph LR A[Praise strengths] --> B[Probe development areas] B --> C[Set precise actions] C --> D[Plan based on actions] D --> E[Practice based on plan] </pre> </div> <p>By asking precise and direct questions and probing, your mentor will help your ECT to set precise actions.</p> <p>Formal assessment (half term 6)</p>

Self-directed study to revisit

The following table outlines the self-directed study materials from year one that your ECT may wish to revisit at the beginning of each development cycle.

SELF-DIRECTED STUDY		
HALF TERM	DEVELOPMENT CYCLE FOCUS	SELF-DIRECTED STUDY TO REVISIT
Half term 1	Developing pupils' intrinsic motivation	Module 1 – session 5: Developing pupils' intrinsic motivation Module 2 – session 2: Considering how to introduce new knowledge to pupils Module 2 – session 3: Using worked and partially completed examples Module 5 – session 3: Further developing prior knowledge Module 5 – session 4: Providing additional scaffolds
Half term 2	Supporting pupils to develop subject specific skills	Module 2 – session 2: Considering how to introduce new knowledge to pupils Module 3 – session 2: Explanations and modelling Module 6 – session 2: Identifying concepts, knowledge and skills Module 6 – session 3: Sequencing teaching and learning Module 6 – session 4 and 5: Helping pupils to master important concepts, knowledge and skills
Half term 3	Using meaningful and memorable explanations	Module 2 – session 2: Considering how to introduce new knowledge to pupils Module 3 – session 2: Explanations and modelling
Half term 4	Anticipating and addressing common misconceptions	Module 4 – session 2: Planning for effective assessment Module 4 – session 3: Monitoring misconceptions Module 6 – session 4: Helping pupils master important concepts, knowledge and skills – part 1
Half term 5	Using structured talk to develop pupils' literacy skills	Module 5 – session 1: Developing high-quality oral language Module 5 – session 2: Developing reading and writing
Half term 6	Developing a coherent curriculum	Module 6 – session 2: Identifying concepts, knowledge and skills Module 6 – session 3: Sequencing teaching and learning Module 6 – sessions 4 and 5: Helping pupils to master important concepts, knowledge and skills

Appendix B: Feedback model

PHASE	PURPOSE	POSSIBLE SCRIPT
PRAISE STRENGTHS	<p>Highlight key areas of strength:</p> <ul style="list-style-type: none"> • Explain what went well. • Be precise. • Back up with evidence. • Reference progress towards previous week's actions. 	<ul style="list-style-type: none"> • 'Thank you for allowing me to observe your lesson today.' • 'One thing I thought was effective about your practice was...' • 'One real strength in the lesson I saw was...' 'This was evidenced when you...' • 'A great example of this from the lesson was when you / pupils / etc.' • 'Your previous area for development was... I saw progress towards this when...'
PROBE AREAS FOR DEVELOPMENT	<p>Guide the trainee to reflect on their areas of development through a series of precise and direct questions:</p> <ul style="list-style-type: none"> • Plan questions in advance. • Use precise questions. • Use data and evidence. • Don't labour it – explain and tell if necessary. • Summarise specific areas for their development based on your probing of them. 	<ul style="list-style-type: none"> • 'I'd like to explore with you some areas of development in your practice.' • 'When the pupils were on the carpet, what was the key learning point you wanted to the pupils to grasp?' • 'How do you know what the pupils had learned from the reading activity?' • 'What did you expect the behaviour to be like when the pupils left the classroom / what did you want the behaviour to be?' • 'Why did you choose that specific task/what did you want the pupils to achieve / how would you know if they had been successful?' • 'What evidence do you have to show the lesson outcomes were met?' • 'We're now going to choose the area for development which will have the most impact on your practice. There were examples in the lesson when students did not fully understand teacher instruction in independent tasks (for example in the carpet task and the independent writing).'
SET PRECISE ACTIONS	<p>Identify the highest leverage area(s) of development to address and set precise action step(s) linked to this:</p> <ul style="list-style-type: none"> • Find highest leverage area(s). • Choose one to three key areas. • Make sure they are actionable. • Be precise not generic. • Give a 'how' not just a what. 	<ul style="list-style-type: none"> • 'We're now going to focus on setting actions for this area of development which we will then plan and practise.' • 'To address this development area, your actions are to ...' • Give clear precise instructions using 'what to do', with as few words as possible • Script a basic 'I do' using 'name the steps' as a core part of the lesson before each task

PHASE	PURPOSE	POSSIBLE SCRIPT
PLAN BASED ON ACTIONS	<p>Focus on the action step(s) from this area and plan how the teacher might address this in a future lesson:</p> <ul style="list-style-type: none"> • Look to a future lesson. • Plan where and how. • Script. 	<ul style="list-style-type: none"> • 'We're now going to plan how you will put into practice this development area using the actions we decided.' • 'What lesson, topic, class can we put this development area into place with?' • 'What part(s) of the lesson might this development area most need to be addressed in?' • 'Let's script / sequence / decide etc. how you might go about doing this.' • 'What might this look like in your planning? 'What would you ask, do, say...?' • 'This is your success criteria.'
PRACTISE	<p>Practise the plan for the action step that was created in the previous section to trial what it would look like in practice:</p> <ul style="list-style-type: none"> • Share a success criteria. • Prime the practise by providing a model (e.g. mentor models/ video clip). • Call the shots – say how you will act in the role (compliant / authentic / near live?). • Say how you will feedback to trainee – wait until end? During? • Agree how many 'turns' you will give the teacher. • Get it on its feet / put the plan into practice with the teacher. • Feedback either after teacher has practised or during. • Repeat as appropriate. 	<ul style="list-style-type: none"> • 'Now we're going put into practice our planned 'I do' and 'name the steps' action step. This is your success criteria; I'll model this for you myself. Look at how I achieve the success criteria.' • 'I'm going to act as a compliant pupil. I will feed back after you have practised the action step and then I'm going to give you two more turns to practise the step based on my feedback.' Feedback example: • 'Your voice was clear and well-paced. Now do this again but I want you to remove the additional words – you don't need such a long introduction – make it one sentence lasting no more than ten seconds.'

Appendix C: Setting precise action steps

For this model of feedback, the mentor will have spent time thinking about the precise action step or steps they want to set based on the early career teacher's (ECT) area for development.

The 'probe' section of the model should be used to guide the ECT to a precise area for development. It is then the role of the mentor along with the ECT to choose the highest leverage action step(s) to plan and practise in the later stages of the model. By 'highest leverage' we mean the 1 – 3 action(s) that would have the most impact on the ECT's practice.

What should be noted here is that there may be several areas for development and, therefore, many action steps which could be set. It is the role of the mentor and, where relevant, the ECT to isolate the most crucial area for development and then pick out the highest leverage action(s) to address this area for development.

Mentors should focus on actions which are clear and specific; an action that gives the 'how' and not just the 'what'. The key is to make these action steps small, precise and explicit. Worked examples of precise actions steps are set out below:

“Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses.”

Ericsson, 2016

AREA FOR DEVELOPMENT	INEFFECTIVE ACTION STEP EXAMPLE	EFFECTIVE ACTION STEP EXAMPLE
Pupils are not all complying after being asked to do something, especially at transitions.	'Improve behaviour at transitions'	'Create the illusion of speed using the clock to support pupil engagement during and between activities'
At the end of the lesson pupils do not tidy away properly, meaning that the next class come into a chaotic environment.	'The classroom is left tidy at the end of the lesson'	Plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions

A key area for development could be that pupils are not all complying after being asked to do something, especially at transitions. This would be identified in the 'probe' section of the model. It is now the role of the mentor to choose the action step or steps which may address this. An example of an ineffective action step may be 'improve behaviour at transitions'; this is neither helpful nor impactful as it does not clearly specify exactly 'what' to do and 'how' to do it. A better example would be 'create the illusion of speed using the clock to support pupil engagement during and between activities'. This gives the ECT a clear directive of 'what' to do specifically and more importantly, the actual technique to use.

Another example of an area for development may be that at the end of the lesson pupils do not tidy away properly, meaning that the next class come into a chaotic environment. Rather than setting an action for the ECT to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the ECT to plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions. The mentor would then follow the 'plan' section of the feedback model as detailed in the table above, looking to a future lesson, scripting and modelling and setting a success criteria ahead of the practice section. In the practice section the trainee would then practise the plan and receive feedback from the mentor before redoing the practice making the suggested changes.

Further details can be found in the mentor programme guide.



Appendix D: Worked example of development cycle 1

WEEK	ACTIVITY
1-2	<p>Retrieve</p> <p>Self-directed study (45 min): Retrieve specific year one module content and knowledge</p> <p>Ava, a science ECT, has completed the retrieval quiz for module one and has reflected on her practice from her first year as an ECT and areas for development from last year. She has made the decision to revisit Module 1 – Session 5: Developing pupils’ intrinsic motivation, with a focus on motivating disengaged pupils. From this session, Ava identified that she needs to provide an appropriate level of challenge and support for pupils who do not believe they have the capability to succeed at a higher level. To support her with this, she also plans to revisit Module 5 – Session 4: Providing additional scaffolds ahead of the training session seminar in week 2.</p>
	<p>Extend</p> <p>Seminar (1 hour 30 min)</p> <p>Seminar title: Developing pupils’ intrinsic motivation</p> <p>The focus of the seminar is on why motivation is important. Research suggest that motivation is a system for allocating attention – what we are motivated towards is what we attend to and what we attend to is what we learn. The seminar encourages Ava to reflect on how she can motivate pupils to engage with content that she knows some pupils will perceive to be challenging. Ava is particularly interested in how she can apply what she has learnt about self-determination theory, particularly how to help identified pupils to develop competence and autonomy.</p> <p>Ava’s facilitator highlights that the importance of motivating pupils to engage with challenging content, but that the content itself shouldn’t be simplified. Ava has had chance in the seminar to discuss the strategies of teaching challenging concepts in small steps and planning effective explanations and tasks. During the seminar, Ava has reflected on how well she has used the two strategies when teaching a recent concept and what she would do to improve her practice based on her learning in from the seminar.</p>
	<p>Refocus</p> <p>Mentor interaction 1 (1 hour). Discussion prompts used to probe.</p> <p>At the start of the interaction Ava shares with her mentor that while she found the extend seminar interesting and useful, she feels that breaking learning down into small steps is something she is familiar with from her previous year on the ECF programme and that she is already doing this in many of her lessons. Her mentor acknowledges this and explains to Ava the difference between familiarity with a concept versus deep understanding of a concept that can be applied to different contexts. Through open discussion Ava recognises that last year she learnt about teaching in small steps in the context of avoiding cognitive overload and that moving forward she can apply what she already knows to the new context of pupil motivation.</p> <p><i>Continued on next page.</i></p>

	<p>Ava's mentor encourages her to reflect on the seminar and key takeaways. Her mentor uses the discussion prompts from the mentor programme guide to help Ava to reflect and to focus the discussion. Ava considers her practice and identifies that she hasn't always considered the link between developing pupils' intrinsic motivation with breaking concepts down into key teaching points and then further breaking each teaching point into small steps. She considers what she can do to help specific pupils to believe they can succeed and increase intrinsic motivation. Ava's mentor prompts her to think about how this looks in practice what she can do to provide support. Ava recognises when pupils are struggling, they respond more positively when she then breaks the problem down into more manageable chunks, whether through a partially completed example or through questioning to sequentially build success.</p> <p>Ava's mentor prompts her to consider when in the lesson it would be most impactful on pupil motivation to do this – during her whole-class explanations or individually to each pupil when they struggle? They agree that the highest leverage development area for Ava is to identify upcoming content that contains challenging concepts that she can break down into distinct teaching points and then break each teaching point down into carefully design explanations and tasks that build on one another to gradually increase her pupils' competence and autonomy.</p> <p>Ava knows that the next step is to arrange a demonstration (either an observation or discussion) with an expert colleague. She arranges to observe Raheim in week 3, alongside her mentor, because her mentor has identified him as an expert practitioner in this area. Ahead of the meeting, Ava and her mentor provide Raheim with information on what Ava is looking to observe.</p>
--	---

WEEK	ACTIVITY
2-3	<p>Demonstration</p> <p>Observation/discussion (1 hour)</p> <p>During the demonstration, Ava takes notes on how Raheim breaks down a complex process into a series of key teaching points and then carefully designs his explanations and tasks for each teaching point. Ava gains a better understanding of how to increase motivation by gradually building success. She notices that after each small teaching step Raheim gives his pupils time to review the learning in pairs before summarising it with the class. Ava also notices that each summary always integrates learning from the previous teaching point, culminating in the pupils being able to provide comprehensive descriptions of the entire process.</p> <p>Following the demonstration, Raheim explains the importance of breaking the key teaching points of a concept into small steps, clearly scripting and practising explanations and questions for each small step and allowing the pupils to regularly demonstrate their understanding as they work towards increased competence and autonomy needed for genuine intrinsic motivation.</p> <p>Deconstruction</p> <p>Mentor interaction 2 (1 hour)</p> <p>During the deconstruction, Ava's mentor uses the discussion prompts in the mentor programme guide to probe Ava's understanding. She encourages Ava to consider the impact teaching in small steps and planning effective explanations and tasks can have on intrinsic pupil motivation. Ava shares her reflections, and they discuss how Raheim was able to support motivation and pre-emptively discourage disengagement by breaking down each teaching point into small and manageable steps, carefully designing tasks and explanations within each small step and engineering opportunities for pupils to demonstrate their success as they increase their competence. By teaching in small steps, Raheim was able to move his pupils to intrinsically motivate his pupils allowing them to experience incremental success that gradually led to an understanding of the whole process without overwhelming them by trying to teach everything at once.</p>

	<p>Ava also shares with her mentor how she noted that Raheim was able to effectively integrate precise praise and acknowledgment into his lessons, especially when the pupils were demonstrating their understanding of each teaching step, as well as allowing his pupils the opportunity to monitor their own progress toward the lesson's learning objective. Her mentor guides Ava to understand these techniques and how they impact intrinsic motivation before guiding her to her highest leverage actions.</p> <p>Ava and her mentor decide that Ava will focus on the implementing and integrating the following actions:</p> <ol style="list-style-type: none"> 1. Identify key knowledge that is necessary for pupil mastery of a core concept and sequence this into key teaching points and small teaching steps. 2. Script her explanations and questions for each teaching step 3. Design appropriate tasks within the small teaching steps that allow pupils to demonstrate their success.
WEEK	ACTIVITY
3-5	<p>Integration</p> <p>ECT integrates new learning from the seminar and demonstration into their practice.</p> <p>Ava identifies an upcoming series of lessons on ionic bonding that she has not taught before. She identifies being able to draw and describe the formation of ionic compounds as the key skill she wants her pupils to work towards. Ava is aware that this is a challenging concept that pupils may struggle to grasp and therefore may experience demotivation if not carefully planned and designed. She identifies key knowledge that pupils need, such as the difference between atoms and ions and understanding the formation of ions from atoms, and sequences them into key teaching points. She breaks each teaching point into small steps, scripts her explanations and questions and designs opportunities for the pupils to demonstrate their success.</p>
5 Or 6	<p>Feedback</p> <p>Teacher receives clear and consistent feedback, using the instructional coaching model. Discuss next steps for teacher.</p> <p>Take time to talk through training and the focus of the next half term.</p> <p>Ava's mentor arranges a drop-in observation and a follow-up discussion. Ahead of the drop-in observation, Ava identifies two pupils for her mentor to focus on. These pupils often find new content challenging to grasp and have low confidence in their own capability, which leads to limited motivation. Using the feedback model, Ava's mentor praises her use of scripted explanations and questions at each small learning step, alongside carefully designed opportunities for pupils to demonstrate competence; it is evident that her clarity of instruction alongside small and manageable learning steps has resulting in the identified pupils finding the content easier to grasp and increasing their motivation to engage in the learning.</p> <p>Ava's mentor uses precise questioning to probe areas for development and they decide that Ava's classroom practice could be stretched even further to increase pupil motivation by providing pupils with the opportunity to monitor their own progress and successes in line with any success criteria for the concept. Together, Ava and her mentor plan what this could look like in line with the next topic Ava is teaching and how she could make this self-monitoring visible to the pupils. They also script what Ava might do and say in the case where any of her pupils have not been able to demonstrate complete success so as to not demotivate them.</p> <p>With her mentor in role as a pupil, they run through a deliberate practice cycle focusing how Ava can support pupils to monitor their own successes and what to say when a pupil hasn't yet achieved success. After the practice, her mentor gives feedback on how Ava could further refine her script when a pupil hasn't yet achieved success, which Ava is able to implement when they practice again.</p> <p>Ava and her mentor explore and discuss the focus for next term 'Supporting pupils to develop subject specific skills'. Following the discussion, Ava's mentor suggests she revisits Module 6 – Session 4: Helping pupils master important concepts, knowledge and skills –part 1.</p>

Appendix E: Programme member - Code of Conduct

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable the learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This Code of Conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme.

GENERAL CONDUCT

- Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions, if online.

UNDERSTANDING

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

OPENNESS

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

PROFESSIONALISM

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (for example, a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre-work will be made clear to you via My Teach First, including the dates for completion.
- Respond in a timely manner to any communications, requests, or instructions from Teach First staff.

ONLINE ENGAGEMENT

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focussed on the outcomes of the programmatic content.
- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off/silenced your mobile phone to avoid distracting others.
- Ensure that, where possible, you have joined a live session from a suitable location (i.e. not a noisy/public place) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.

Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

SOCIAL MEDIA

- Use social media in a responsible and respectful manner - whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

REPORTING UNACCEPTABLE BEHAVIOUR

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
 - > Share it directly with your Teach First support role, if you have one.
 - > Report it using the 'Contact Us' function on My Teach First to send an email to the Teach First contact centre.
 - > Send an email to teachfirstwelfare@teachfirst.org.uk which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
 - > Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

CHILD SAFEGUARDING CONCERNS

You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.

References

Berliner, D. (2004) Expert teachers: their characteristics, developments and accomplishments. Available at: researchgate.net/publication/255666969_Expert_Teachers_Their_Characteristics_Development_and_Accomplishments (Accessed: 18 February 2020).

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Available at: bit.ly/2OvmvK0

Ericsson, A., Pool, R. (2016) Peak: Secrets from the new science of expertise. Bodley Head, London

Papay JP, Kraft MA. The Myth of the Teacher Performance Plateau. Educational Leadership [Internet]. 2016;73 (May) :36-42. Available at: scholar.harvard.edu/mkraft/publications/myth-teacher-performance-plateau

Rosenshine, B., 2012. Principles of instruction: Research-based strategies that all teachers should know. American educator, 36(1), p.12. Available at: aft.org/sites/default/files/periodicals/Rosenshine.pdf