

ECF Lead/ Induction Tutor overview

 @TeachFirst  @teachfirstuk

Northamptonshire
Teaching School Hub

 **Teach
First** | Teacher
Development

Welcome!

Please mute your
sound and turn
camera ON.

Add your name,
role and school in
the chat box.





Agenda

- Rationale for the Early Career Framework and Key Information for Schools
- Programme overview
- Guidance on selecting the right mentor(s)
- Guidance on setting up the programme in your school for success
- Introduction to Brightspace
- How **NTSH** will support you as SLT Leads
- Q+A



NTSH Delivery Partners

NTSH

Northampton School for Boys

NPAT

Nene Education Trust

Swan TSA

Northampton School for Girls



Rationale for the ECF and Key Information

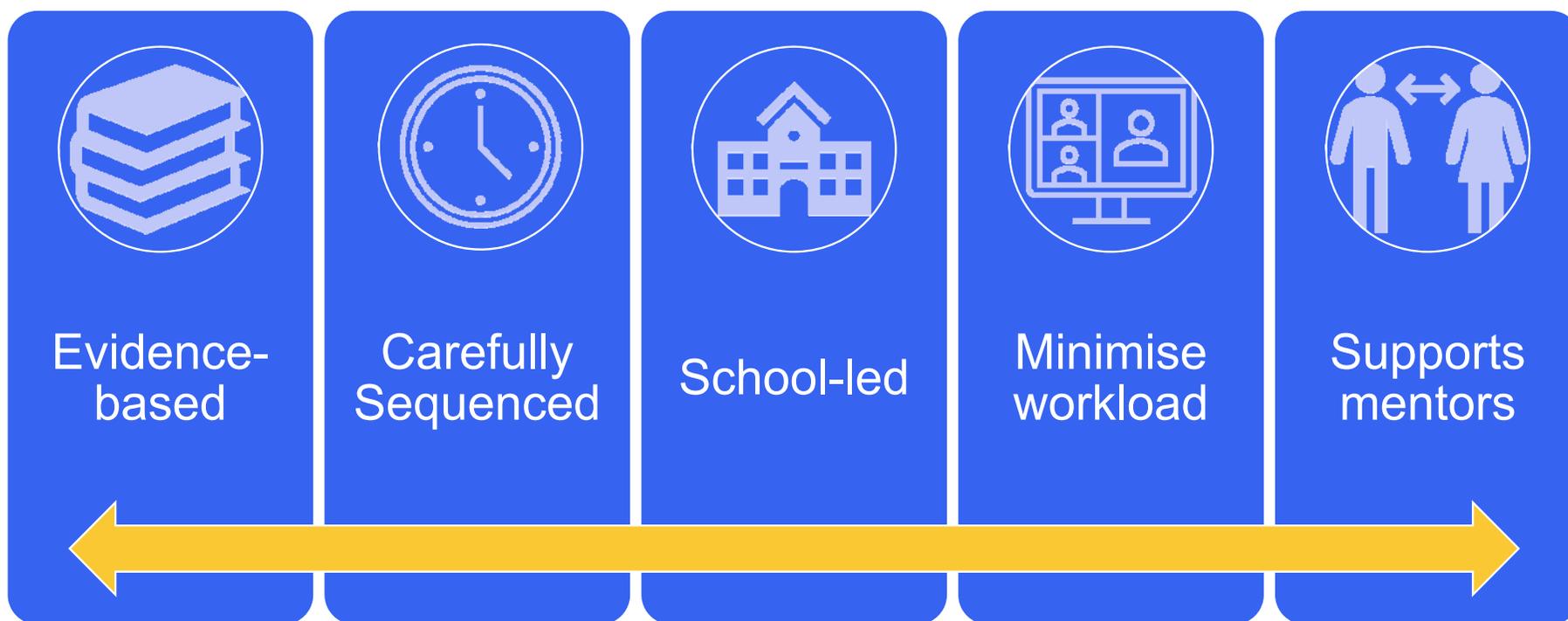
The Rationale For ECF

1. Teaching quality leads to pupil success
2. Connection with ITT
3. Retention of teachers
4. Universal offer
5. World leading system

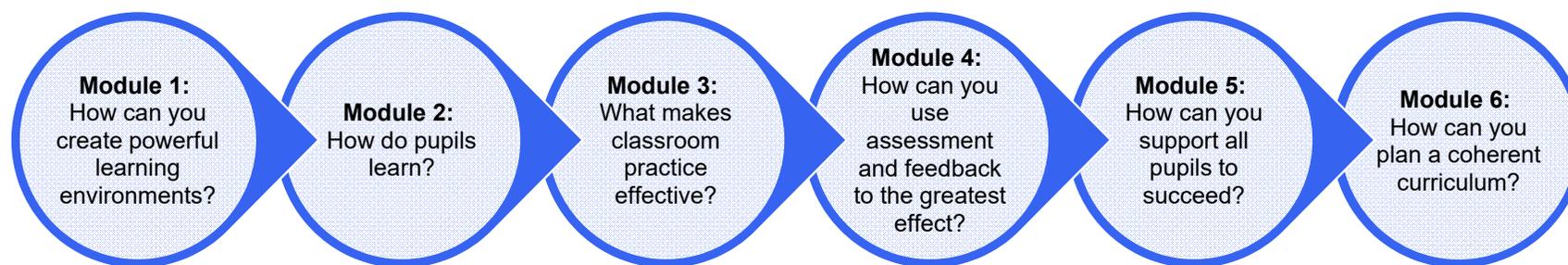


T **Teach** | Teacher
First | Development

Developing the ECF



OUR SUBJECT MATTER EXPERTS



Tom Bennett
Director and Founder of researchED



Benjamin Riley
Founder and Executive Director of Deans for Impact



Claire Stoneman
Founder of researchED Birmingham



Evidence Based Education
Develop tools and training to improve learner outcomes worldwide



Driver Youth Trust
A national charity improving outcomes for learners with SEND



Ed Vainker
Executive Principal of Reach Academy Feltham

Key Information

1. Registration for the ECF
2. Appropriate Body
3. Funding

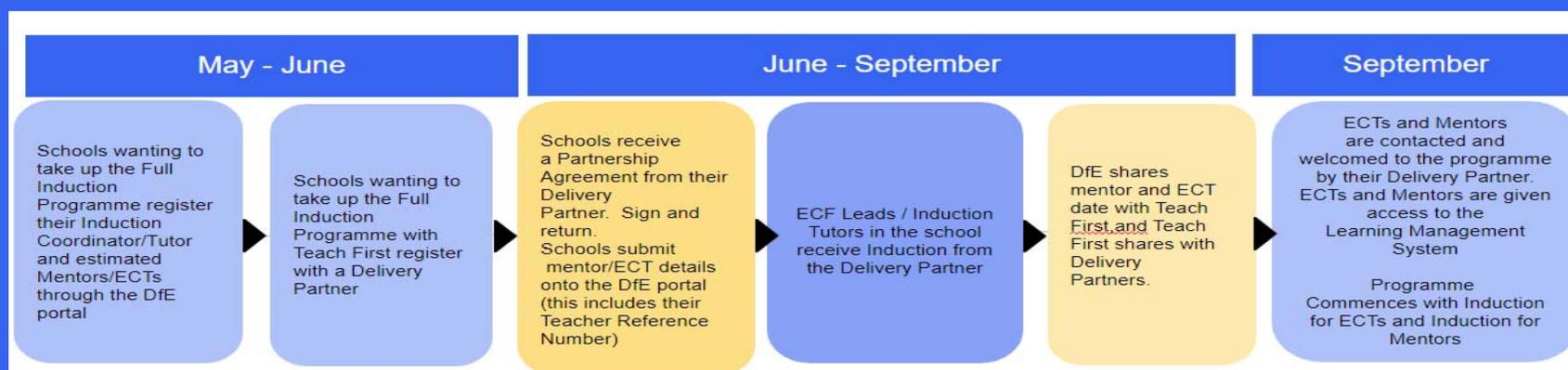


How to ensure your school is registered



1. Your school must register with your chosen Delivery Partner as a first step
2. Your school must also sign up to the DfE portal. You can do this by using the unique link sent to your school's registered e-mail address (the email address held by the Get Information About Schools database)
3. When logged into the portal your school will need to provide the name and email address of the ECF induction coordinator (probably you!)

Induction coordinators will receive further emails from the DfE (potentially in July) with details of how to register their ECTs and Mentors





Process for Appropriate Bodies

- As a school you still need to register all of your ECTs with an Appropriate Body
- This may well be Northamptonshire Teaching School Hub
- Induction Tutor Training – Monday 12 July (repeated in September), Assessment Training Autumn and Spring.

More information on this can be found [here](#)

Roles in School (NEW)



ECF Lead

SLT Provision
Lead



Induction Tutor(s)

Assesses progress of ECT(s)
termly



ECT Mentor

Supports progress weekly



ECT

(formerly NQT) develops knowledge using
the ECF and demonstrates progress
against the Teacher Standards

Northamptonshire
Teaching School Hub

Funding

Schools will receive funding to cover:

- **5% off timetable in the second year of induction for all ECTs**
- **Mentoring of ECTs in the second year of induction**

Funding

Funding (year 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Rounded cost per Early Career Teacher	£1,200	£1,500	£1,400	£1,300
Rounded cost per mentor	£900	£1,100	£1,000	£900
Total	£2,100	£2,600	£2,500	£2,200



Funding for mentor time

Mentor backfill (year 1 and 2)	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
36 hours (2 years of training)	£1576.10	£1929.24	£1737.14	£1623.24



Programme Overview

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

Year 1 ECT Seminars



Self directed study: Each module comprises of four and half hours of online self-directed study materials, which ECTs are able to access at their own pace at a time best suited to them. The self-directed study materials are housed on our learning platform called 'Brightspace'. To support engagement and progression through each module, these hours have been broken down into manageable weekly sessions ranging from 30-60 minutes.

Module	Seminar 1	Seminar 2
Module 1: How can you create a powerful learning environment?	Creating a positive classroom culture that promotes engagement	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Building well organised mental models
Module 3: What makes classroom practice effective?	Using examples and nonexamples	Using questioning to extend and challenge thinking
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing pupil's language comprehension and writing	Adaptive teaching and the graduated approach
Module 6: How can you plan a coherent curriculum?	Identifying and sequencing concepts and knowledge	Supporting pupils to think critically



Year 1 Mentor Seminars

Term	Seminar (90 mins)	Self-directed content
Autumn 1	Mentoring to develop strong relationships	Understanding Brightspace and your Mentor Assessment
Autumn 2	Precise actions and shared language	Precise Actions
Spring 1	Not all practice is made equal	Deliberate Practice
Spring 2	Managing workload and wellbeing	What is wellbeing
Summer 1	Balancing support and challenge	Critiquing educational research
Summer 1	Building resilience	Reflecting on year one



Mentoring weekly interactions

Time should be built in for mentors and ECTs to meet weekly throughout the first year of the programme.

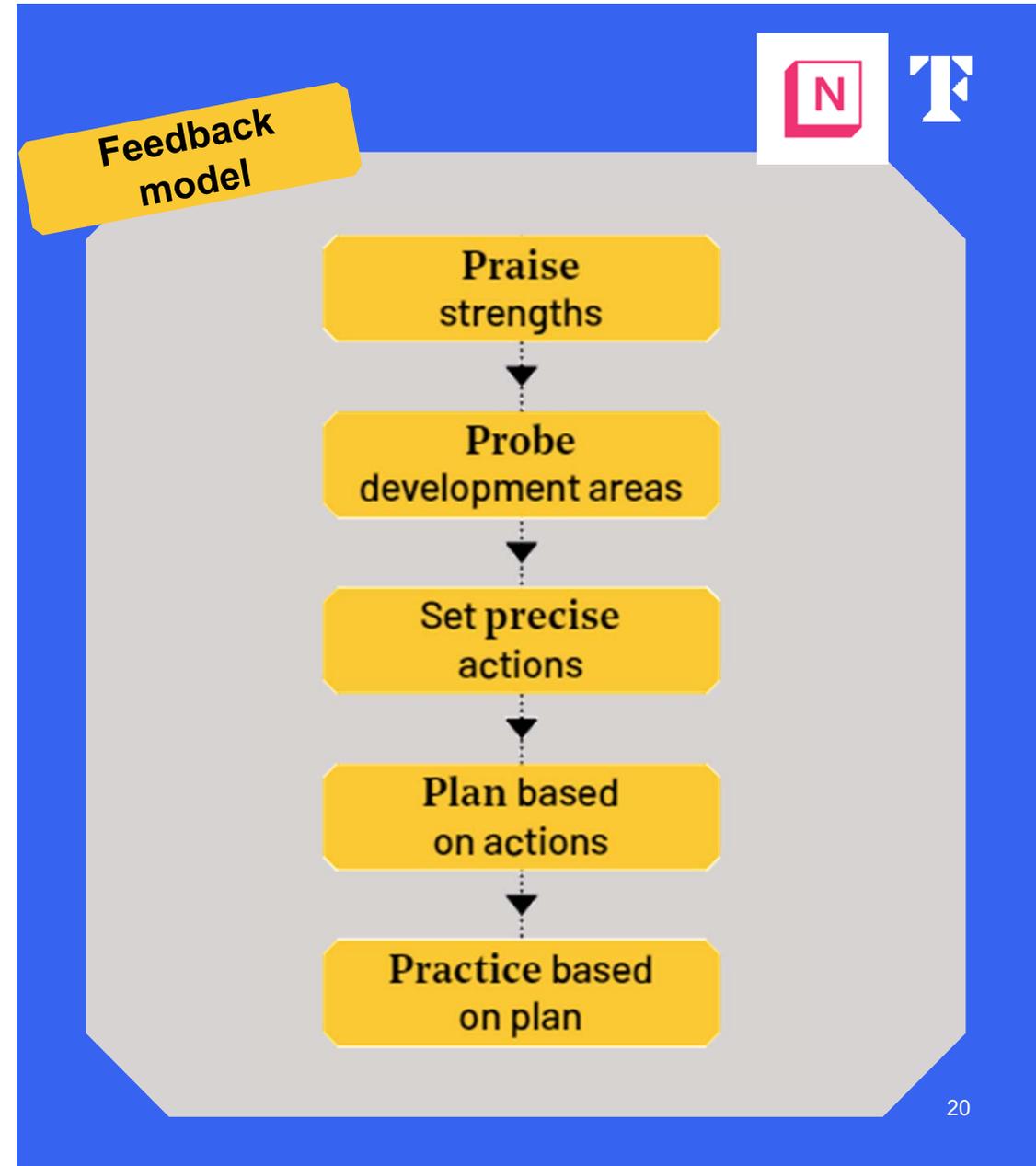
These interactions provide the crucial opportunity for mentors to support the contextualisation of the ECTs online learning and seminars into their unique school setting.

Through their coaching conversations, mentors will continue to develop ECTs understanding of good practice, probe their rationale for the pedagogical choices they are making, and set manageable and achievable actions that they can practice during the interaction.

Mentors will be provided with further guidance and suggested foci for each interaction across the year. These will be shared with mentors through their own mentor programme guide.

Mentor support

Instructional coaching and the feedback model





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



Guidance on selecting the right mentor(s)

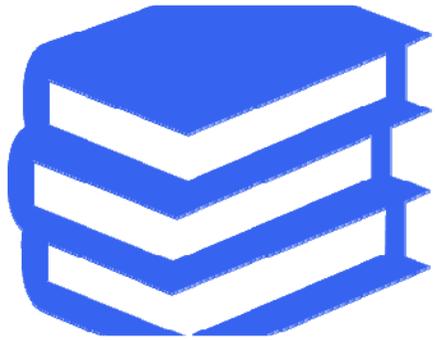


Mentor Selection

The role of the mentor is crucial in supporting the successful development of the ECT. Mentors should:

- hold Qualified Teacher Status
- be an excellent teacher of the subject/phase in which they are mentoring ECT(s)
- have an understanding of the statutory standards and requirements for the induction of ECTs
- be interested in developing as a mentor in the subject or phase within which they are supporting the ECT
- understand the requirements to participate in mentor induction and continuing professional development
- support Teach First's approach to developing teachers
- have professional characteristics and competencies that align with the National Standards for School-Based Initial Teacher Training (ITT) Mentors, July 2016
- have appropriate time allocated within the school timetable to support and develop ECT(s)

What makes an effective mentor?



Strong subject knowledge



Evidence of impactful teaching practice



Strong intra- and inter-personal skills



Current knowledge of appropriate and effective professional development

Supporting the novice teacher



examines their own practice

outlines their thinking process

identifies the highest leverage actions

models teaching strategies

What can mentors expect?

Mentor induction

Weekly module content overview video

Mentor training sessions

Mentor Programme Guide

Wellbeing

Chartered College of Teaching



The role of the mentor

Engage
with self-
directed study

Monitor ECT
engagement
with self-
directed study

Arrange weekly
interactions

Attend
seminars



Setting Up the ECF for success in your school



ECF Lead Role in monitoring engagement

Self-study

Using our Learning Management Platform, Brightspace, you will be able to see how your ECTs and mentors are progressing with their self-directed study.

Seminar attendance

NTSH will be collecting attendance information for seminars and will share this with you half-termly.

Weekly mentoring interactions

Monitoring activity in school



Surveys

Teach First will survey ECTs twice a year (winter and summer) and mentors and ECF Leads once a year (spring). These anonymised results will be shared with your Delivery Partner.

NTSH will share these findings with schools.



Introduction to Brightspace



- ▼ Session 1: Establishing effective routines
- Session overview
- What are routines and why are they imp
- Option 1: greeting pupils at the door
- Option 1: greeting pupils at the door an
- Option 1: getting pupils' attention
- Option 3: transitioning to and f
- Option 4: exit routine
- The importance of teaching and practisi
- How to teach effective routines
- Mentor meeting
- Knowledge check
- References
- ▶ Stretch session: Supporting the developn

Session overview

Establishing and reinforcing routines can help to create an effective learning environment.

To support you to do this, you will explore:

- What routines are and why they are important
- Common classroom routines:
 - Greeting pupils at the door and settling task
 - Transitioning to and from the carpet
 - Getting pupils' attention
 - Exit routine
- How to plan and teach a routine

This session will take you **approximately 50 minutes** to complete

1. Well designed and sequenced to promote successful and systematic self-directed study



Session 1: Establishing effective routines

Session overview

What are routines and why are they important?

Option 1: greeting pupils at the door

Option 1: greeting pupils at the door and...

Option 1: getting pupils' attention

Option 3: transitioning to and from...

Option 4: exit routine

The importance of teaching and practising...

How to teach effective routines

Mentor meeting

Knowledge check

Settling task

After greeting pupils at the door, it is beneficial for them to have a settling task to start as soon as they enter.

A settling task is a short task that pupils can complete at the beginning of each lesson without any direct instruction from you.

This type of task ensures pupils are focused on learning from the moment they enter your classroom, helping to create an effective learning environment.

By providing a settling task, you reduce the opportunities for low level disruption such as talking or loitering. It also has the added bonus of affording you time to greet the pupils at the door, knowing everyone has a task to be getting on with while you do this.

What makes this successful?

Here are some ways you can make a settling task successful:

- **No direct instruction required** – pupils should be able to see the activity and complete it immediately without asking for help from you or their peers. For younger pupils who can't read directions or instructions, it might be helpful to model the task the day before or use a task they are already familiar with so when they enter, they can start the task without requiring too much instruction.
- **Observable** – if you are in KS2 or above, the settling task works best if it involves some writing to make it more rigorous and engaging – and so you can see they're completing it.

2. A choice of concrete tools to help improve teaching practice e.g. Teach Like a Champion tools, Rosenshine Principles of Instruction in action



- Session 1: Establishing effective routines
 - Session overview
 - What are routines and why are they important?
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 - Option 1: getting pupils' attention
 - Option 3: transitioning to and from...
 - Option 4: exit routine
 - The importance of teaching and practising...
 - How to teach effective routines
 - Mentor meeting
 - Knowledge check
 - References
 - Stretch session: Supporting the development of...

Introducing new knowledge to pupils - ...

Direct link to: [Introducing new knowledge to pupils](#)

Direct Link to an audio described version of this video: [Introducing new knowledge to pupils](#)

Breaking down complex tasks in action

Watch the video below of a teacher breaking down an idea into smaller steps. As you watch, consider the following questions and make notes using the [notes tab](#) (or your own notebook):

- What prior knowledge is the teacher assuming that the pupils already have?
- Do you agree with the steps they have chosen?
- How has the teacher avoided overloading the working memory?

3. Videos of real-life teachers in the classroom demonstrating outstanding practice, from an increasing range of schools



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Direct link to: [Introducing new knowledge to pupils](#)

▶ Over to you!

Think about the example above and make notes on the following questions using the [notes tab](#) (or your own notebook):

1. Why does breaking the explanation down into these five steps avoid overloading the working memory?
2. What prior knowledge is the teacher assuming the pupils have?
3. Would the explanation be different if the pupils were already proficient at a number of the steps?
4. What else would breaking the explanation down into these steps support the teacher to do?

4. Reflective activities to encourage ECTs to consider their own practice



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What are effective learning environments and why are th... Copy link

Tom Bennett
 Behaviour adviser to the DfE and founder of new-school

0:03 / 4:55

Direct link: [What are effective learning environments and why are they so critical to all pupils?](#)

Remember, for all videos you can add subtitles, change the play back speed or pause the video by using the tools that appear on the bar at the bottom of the video.

How pupils learn - Benjamin Riley Watch later Share

0:07 / 5:10

Remember, for all videos you can add subtitles, change the play back speed or pause the video by using the tools that appear on the bar at the bottom of the video.

Direct link to: [How pupils learn- Benjamin Riley](#)

5. Videos from experts such as Tom Bennett, Dylan William, Benjamin Riley, Stuart Kime, Claire Stoneman

Planning your routine

During your next mentor meeting, classroom routines may be observed. Take some time to consider which routines you could establish or improve to enhance learning time in your classroom. Some suggested routines that you may wish to consider improving or establishing are listed below:

- Greeting pupils at the door and settling task
- Getting pupils' attention
- Transitioning to and from the carpet
- Exit routine

You may wish to discuss which one would be highest leverage for you to establish or improve with your mentor. Once you have decided upon a routine, plan how you will teach it in detail and script what you will say in the box below. It is helpful to remember to:

- 1. Be clear on what you want pupils to do**
Ensure your instructions are:
 - Sequential
 - Manageable
- 2. Plan to teach and model your routine in small steps**
- 3. Plan to practise your routine**

Here is an example of a script for the [transition from carpets to tables](#).


Mentor submission
 Begin to plan your routine using the [assignment tool](#).
 Once you have finished, click submit and this will be shared with your mentor ready for your next meeting.

6. Planned content to take to mentor meetings, with example scripts to help Deliberate Practice.



Example script

Transition between carpet and tables

(When pupils are sat on the carpet) "Today we are going to learn how to come to the carpet and go to our tables quickly and quietly. This is important because it ensures we can spend as much time as possible on our learning."

"I am going to teach you three instructions and show you what I want you to do when I say these instructions. After I have shown you, I might ask another pupil to demonstrate this so make sure you're listening carefully."

"When I say 'one', please stand." (Model standing up and remaining on the spot).

"When I say 'two', please walk to your space and pull out your chair." (Model walking calmly to a space and pulling out the chair).

"When I say 'three', please sit down and begin your work." (Model sitting down at the table and beginning some work).

"Now, who can show me what to do?" Ask one pupil to demonstrate what to do when whilst I give the instructions.

"One", (pupil should stand). Provide praise to that pupil if they remember what to do. Ask another pupil to help them if they have forgotten.

"Two", (pupil should calmly walk to their table and pull out their chair). Provide praise to that pupil if they

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ECT name

- Early Career Framework Programme
- Summary
- Content
- Assignments
- Quizzes
- Surveys
- Course Access
- Login History
- System Access History

Progress Summary

Content

Topics Visited: 313 / 313 Total Visits: 718 Time Spent: 0d 9h 29m 20s 100 % Completed: 313 / 313

Topics Visited: 313

Assignments

Assignment Submissions: 25 % (5/20) Late Submissions: 0 Awaiting Grade: 5

Graded Submissions: 0

Awaiting Grade: 5

Quizzes

Quizzes Completed: 80.33 % (49/61) Attempts Awaiting Grade: 2 97 %

Graded Attempts: 72

Awaiting Grade: 2

Graded Attempts: 72

Attempt 1	Submitted: 30 September 2020 7:45 PM
Module 1 - pre-quiz	
Attempt 1	Submitted: 14 October 2020 7:37 PM
Module 1: session 1 - knowledge check	
Attempt 1	Submitted: 30 October 2020 3:41 PM
Module 1: session 3 - knowledge check	
Attempt 2	Submitted: 30 October 2020 3:43 PM
Module 1: session 3 - knowledge check	
Attempt 1	Submitted: 30 October 2020 4:15 PM
Module 1: session 4 - knowledge check	
Attempt 1	Submitted: 30 October 2020 4:38 PM
Module 1: session 5 - knowledge check	
Attempt 2	Submitted: 30 October 2020 4:39 PM
Module 1: session 5 - knowledge check	
Attempt 3	Submitted: 30 October 2020 4:41 PM
Module 1: session 5 - knowledge check	
Attempt 1	Submitted: 30 October 2020 5:04 PM
Module 1: session 6 - knowledge check	

7. Knowledge Checks: to check ECT understanding as they go – all available for mentors to monitor progress.

- pre-quizzes,
- mid-module knowledge checks,
- and post-quizzes



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Enser, M., 2019. *Teach Like Nobody's Watching*. Carmarthen, Wales: Crown House Publishing.

Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. Available at: <https://www.aft.org//sites/default/files/periodicals/Rosenshine.pdf>

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching? Review of the underpinning research. Durham University: UK. [🔗](#)

Department for Education (DfE), (2016). Eliminating unnecessary workload around marking. [🔗](#)

Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. [🔗](#)

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological bulletin*, 119(2), 254.

8. Reference list with access to a wide range of relevant background reading.

Stretch session: Supporting the development of self-regulation in your pupils

- Session overview
- Introduction
- Pre-teach
- Reading the research
- Knowledge check
- Application to practice
- Further reading

Stretch session: Supporting the development of self-regulation in your pupils



Reading the research

Read the research paper to and think about your classroom practice. Make notes on the following questions using the notes tab in the navigation bar (or your own notebook).

- How does promoting emotion regulation impact pupils' enjoyment and engagement at school?
- How does it enhance their interactions/relationships with peers and teachers?
- What is the impact of emotion regulation on academic and social competence and performance?

When reflecting on these questions, consider the experiences of the pupils you teach and the impact that their experiences at home and school might have on their ability to self-regulate.

Over to you!

Click the link below to access the research paper:

[The promotion of self-regulation as a means of enhancing school readiness and early achievement in children at risk for school failure.](#)

Further reading

If you want to read more about self-regulation, you can access the paper linked below. This paper focuses on social and emotional learning (SEL), which is another term for emotion regulation as it refers to recognising and managing emotions. By reading the paper below, you can find out more about the strategies and interventions that support SEL, which have been shown to have a positive impact on academic performance and lifelong success.

[The Scientific Base Linking Social and Emotional Learning to School Success](#)

Application to practice

In this session, you have explored the impact that developing self-regulation has on school success and future lives. Some children experience chaotic and stressful home environments; they are likely to experience higher levels of emotional arousal and will find it harder to regulate their responses (Ursache, Blair & Raver, 2012). It is therefore important to create an environment which is conducive to developing social and emotional learning and thinking skills that are needed to achieve in school and in life.

Mentor submission

Consider how you can adapt teaching strategies and improve your classroom environment to create an optimal learning environment and maximise learning by identifying at least one pupil who would benefit from support to develop their self-regulation and:

- Explain why you think they need support
- Identify at least two strategies that you could implement to support this pupils' self-regulation, drawing upon what you have learnt from the reading and throughout the module and explain why you think these would be beneficial. Take a look at the possible strategies listed below to support you if you wish.

Record your reflections using the assignment tool and submit them to your mentor.

9. Stretch content for secure ECTs



- Weekly content overview videos
- Module 1
 - Session 1
 - Session 2
 - Session 3
 - Session 4
 - Session 5
 - Session 6
- Module 2

Establishing effective routines

WEEK COMMENCING

Monday 14th September (Week 2 in Mentor Handbook)

OUTLINE

This video will outline Session 1, 'Establishing effective routines', review your mentee's self-directed study materials and outline your next steps for the week ahead. Please see below the video for the 'In depth' resources and links to your mentee's self-directed study materials.



IN DEPTH

- How I Survived the First Year of Teaching by Laura Mcinerney
- Why consistency is key, Impact Journal (external link)
- Relentless Routines, Pivotal Education podcast episode 46 (3:05 onwards)

ECT MATERIALS

- Session 1 - Overview
- Video - Tom Bennett on importance of teaching and practising routines

OTHER SOURCES

Behaviour: What is going on in schools? (and how does it affect teachers?), Teacher Tapp

10. 10 minute summary videos for mentors to access prior to ECT meetings



How NTSH will support ECF Leads



Checklist

- We will communicate with ECF Leads directly.
- Induction Day for ECTs and 2x half day Induction for Mentors will be face to face
- Seminars are likely to be delivered online in Year 1.
- Dates for Induction Days and seminars will be shared this term.
- We are hoping to group ECTs by phase, where possible.
- NTSH will track attendance at the Induction Day and seminars.
- If there is a mentor / ECT change of circumstance, please email: ecf@northantsTSHub.org
- If ECTs/ mentors miss a seminar, they can view the recording shared after the event.



Questions?

Thank you.

teachfirst.org.uk



**Northamptonshire
Teaching School Hub**

Stay in Touch:

@Northants_TSHub

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