



# Early Career Framework Full Induction Programme Welcome Pack



# Planned Together. Delivered Locally.

Working with Teach First and our partners in North and West Yorkshire, Red Kite Teaching School Hub is committed to supporting Early Career Teachers across our region with a high-quality training curriculum. Our full induction programme will be delivered by locally-based programme facilitators responsive to local needs and circumstances, plus Early Career Leaders with knowledge of initial teacher training and the ECF will work with school leaders, teachers and mentors to ensure a smooth transition from training to teaching. Working together, our aim is simple: to support your school to develop and retain new teachers to help all children achieve.



## What the programme includes:

- Free membership of the Chartered College of Teaching for ECTs and mentors
- Full day face-to-face induction conference for all ECTs and mentors
- Induction session for ECF Leads
- Two expertly facilitated webinars per half term for ECTs in year one
- One expertly facilitated webinar per half term for all mentors in year one
- Termly online networking opportunities for ECF Leads
- Access to Brightspace online learning platform
- Red Kite Early Career Leaders assigned to every school to support with the programme and the ECT's statutory induction.

# Induction Conferences

## Early Career Framework Leads

- Online 75-minute induction conference 01/07/2021
- This session will inform ECF Leads about the programme, and provide guidance on selecting mentors and implementing the ECF in school, plus using Brightspace online learning platform.

## Early Career Teachers

- Face-to-face, full-day conference.
- Select from a choice of four dates and venues:
  - ⇒ 16/09/21, Crawshaw Academy, Leeds
  - ⇒ 18/09/21 Harrogate Grammar School
  - ⇒ 22/09/21 St Francis Xavier School, Richmond
  - ⇒ 28/09/21, Roundhay School, Leeds
- The ECT will gain a clear understanding of how they will develop their knowledge and expertise in teaching through the structured programme of support, instructional coaching and mentoring.

## Mentors

- Face-to-face, full day conference.
- Select from a choice of four dates and venues:
  - ⇒ 14/09/21, St Francis Xavier School, Richmond
  - ⇒ 15/09/21, Roundhay School, Leeds
  - ⇒ 21/09/21 Crawshaw Academy, Leeds
  - ⇒ 23/09/21, Harrogate (venue tbc)
- The day will equip mentors with the essential knowledge and skills to feel confident and competent to fulfil their role in the programme.

## ECF Lead Networks

These termly online sessions will allow ECF leads to connect with their peers in other schools to improve understanding of the Early Career Programme, address common issues and support robust evaluation of the ECF programme.

These will be held on:

- 9th November 2021
- 15th March 2022
- 7th June 2022



## Case Study: Topcliffe C of E Academy

My ECT has felt very supported and that is the biggest thing for her. As everything has been built in steps, the Early Career Framework programme has seemed incredibly manageable. The programme has been quite responsive to her needs and helped to improve her teaching. The ECT was reassured that there was dedicated time to help her and deal with anything she was concerned about.

# Facilitated Group Webinars

## Module 1 – How can you create a powerful learning environment?

|                           |                  |   |
|---------------------------|------------------|---|
| (At induction conference) | ECT Webinar 1    | Holding high expectations of all pupils |
| w/b 27th September 2021   | Mentor Webinar 1 | Mentoring skills                        |
| w/b 18th October 2021     | ECT Webinar 2    | Building on Induction Content           |

## Module 2 – How do pupils learn?

|                        |                  |   |
|------------------------|------------------|---|
| w/b 15th November 2021 | ECT Webinar 3    | Avoiding working memory overload                              |
| w/b 22nd November 2021 | Mentor Webinar 2 | Mentoring skills  |
| w/b 6th December 2021  | ECT Webinar 4    | Using spaced and retrieval practice is build long term memory |

## Module 3 - What makes classroom practice effective?

|                       |                  |  |
|-----------------------|------------------|--|
| w/b 10th January 2022 | ECT Webinar 5    | Using examples and nonexamples                   |
| w/b 24th January 2022 | Mentor Webinar 3 | Mentoring skills                                 |
| w/b 31st January 2022 | ECT Webinar 6    | Using questioning to extend and challenge pupils |

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

|                     |                  |  |
|---------------------|------------------|--|
| w/b 7th March 2022  | ECT Webinar 7    | Constructing questioning to anticipate and identify misconceptions |
| w/b 21st March 2022 | Mentor Webinar 4 | Mentoring skills   |
| w/b 28th March 2022 | ECT Webinar 8    | Peer and Self-Assessment   |

## Module5 - How can you support all pupils to succeed?

|                   |                  |  |
|-------------------|------------------|--|
| w/b 2nd May 2022  | ECT Webinar 9    | Developing pupils' language comprehension and writing in your subject or phase |
| w/b 9th May 2022  | Mentor Seminar 5 | Mentoring skills   |
| w/b 23rd May 2022 | ECT Webinar 10   | High-quality universal provision and the graduated approach                    |

## Module 6 - How can you plan a coherent curriculum?

|                    |                  |   |
|--------------------|------------------|---|
| w/b 13th June 2022 | ECT Webinar 11   | Identifying the essential concepts, knowledge and skills of a subject |
| w/b 27th June 2022 | Mentor Webinar 6 | Mentoring skills  |
| w/b 11th July 2022 | ECT Webinar 12   | Critical thinking in a subject area                                   |

# Weekly schedule for ECTs

## Self-directed study

Early Career Teachers will look at a range of materials, activities and reflections on the online learning platform. Amounting to about four and a half hours over each half term, this online content has been broken down into weekly bitesize chunks. Much of the content is supported by video exemplification, filmed in real schools and featuring real teachers and classes.

## Instructional Coaching

Early Career Teachers will spend an hour each week with their mentor being observed (short, focused drop-ins), receiving feedback or discussing a topic in depth to enhance their understanding.

## Facilitated Group Seminars

Early Career Teachers will attend two expertly facilitated online webinars per half term, networking with other ECTs and exploring the learning in greater depth.

# Top tips for ECTs

- Use your time effectively. The ECTs who find the ECF most valuable establish good habits of regular, bitesize chunks of study. Don't allow all your off-timetable time to get used up in planning or marking.
- The ECF is a continuation of the content covered in ITT and at times may feel repetitive. Remember each time themes re-occur is an opportunity to reflect more deeply and revisit the ideas in a different context.
- The ECF programme is being done for you and alongside you. It is not being done to you! The more you engage, the more you will get out of it.
- Set a specific time aside each week when you can access the materials. Make this become habit. Little and often is much more effective than trying to commit to long periods of study when you are busy teaching.
- Don't take feedback personally. Just like when you feed back to your pupils, it's guidance on how to improve the skills you need to develop.
- You are never alone. There is a team of people around to help you. Reach out to your network of mentor, ECF Lead, Red Kite team and ECT peers for support when you need it.

## Case Study: Crawshaw Academy

I have found the ECF programme incredibly useful. I have noticed a big improvement in my practice. I like that the programme has small steps to master each week. Breaking it down this way makes the targets manageable. The weekly reading is concise which has meant I've been able to fit it in without it taking up too much time.

## 5 tips for mentors

1. Encourage ECTs to establish good habits of 'little and often', regular ECF study
2. Consider how you will deliver appropriate support to your ECT at each stage while working sequentially through the programme. The ECF repeats content covered in ITT; each time themes re-occur is an opportunity to reflect more deeply and revisit ideas in a new context. Remember there is stretch content available, too.
3. Be realistic about what an ECT can achieve and minimise participation in CPD outside the ECF programme.
4. Brief, weekly low-stakes drop ins are more supportive and useful than half-termly observations.
5. Remember you are not alone—our programme will bring together a community of coaches from across our region from first-time mentors to very experienced practitioners.

## Case Study: Harrogate Grammar School

As a school we see training expert coaches as both an investment in the staff selected to be coaches and our ECTs. We are also committed to the use of instructional coaching as a process to drive continuing professional development. Therefore we have appointed three instructional coaches to be expert mentors for ECTs in our school, with availability to operate in other Trust schools, (potentially primaries) which have less capacity for coaching. They are all experienced curriculum middle leaders who are excellent classroom practitioners. They will also work as instructional coaches for Harrogate Grammar School staff as we move to a coaching model for continuing staff development. ECTs will also have a subject 'mentor' or buddy to support them within their department and to support with curriculum issues and subject specific knowledge. There will be an ECF lead to oversee the induction programme.

## Brightspace

**The online platform Brightspace supports ECTs, mentors and ECF leads to work through the programme sequentially, access resources, get ready for mentor meetings and monitor progress.**

1. Well designed and sequenced to promote successful and systematic self-directed study.
2. A choice of concrete tools to help improve teaching practice eg Teach Like a Champion, Rosenshine's Principles of Instruction.
3. Videos of real-life teachers in the classroom demonstrating outstanding practice.
4. Reflective activities to encourage ECTs to consider their own practice.
5. Videos from experts such as Tom Bennett, Dylan Wilam, Benjamin Riley, Stuart Kime, Claire Stoneman.
6. Planned content to prep for mentor meetings, with scripts to help Deliberate Practice.
7. Knowledge Checks – pre-quizzes, mid-module knowledge checks and post-quizzes to check ECT understanding as they go – all available for mentors to monitor progress.
8. References list with access to a wide range of relevant background reading.
9. Stretch content for secure ECTs.
10. 10 minute summary videos for mentors to access prior to ECT meetings.

# ECF Checklist

## Early Career Framework Leads

- Look at Brightspace and familiarise yourself with the expectations of the programme, the rhythm of training and a new set of vocabulary.
- Inform your ECT and mentor as soon as possible about the ECF programme.
- Consider how to build in additional support, such as preparing for parent's evenings, alongside the ECF programme.
- Consider separating out mentoring roles so one mentor can focus on subject development and school responsibilities while the other delivers the ECF element.
- Ensure weekly instructional Coaching sessions, and ECT and mentor webinars are incorporated in the school timetable and protected.

## Early Career Teachers

- Look at Brightspace and familiarise yourself with the expectations of the programme, the rhythm of training and a new set of vocabulary.
- Make a note of the dates and times of your facilitated group webinars and protect this time.
- Work with your mentor to timetable when meetings will take place and self-study sessions can occur uninterrupted.
- Reach out to your peers - other ECTs, other teachers of your subject or year group, and develop that professional network to share your experiences.

## Mentors

- Look at Brightspace and familiarise yourself with the expectations of the programme, the rhythm of training and a new set of vocabulary.
- Make a note of the dates and times of your facilitated group webinars and protect this time.
- Work with the ECT to timetable meetings and self-study sessions.
- Look at the strengths you already have across your school or partnership. Consider if any of these be used to support ECTs?

## Engagement policy

**In order to qualify for the full ECF funding entitlement, the ECT and mentor will need to engage with the full induction programme:**

- Red Kite TSH will monitor ECT and ECM engagement with Brightspace and attendance at conferences and webinars. If a session is missed, Red Kite TSH will alert the school's ECF Lead.
- If more than one session is missed, the Red Kite Early Career Leader will contact the school to discuss and offer support.
- If an ECT and/or mentor does not engage with at least 80% of the programme then the Appropriate Body will be informed that the ECT is not receiving their statutory induction entitlement.

## Contact us

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