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Teach First



# Early career framework

MENTORING A YEAR TWO EARLY CAREER TEACHER 2025  
HANDBOOK FOR TRAINED MENTORS

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# Introduction

Welcome to the Teach First Early Career Framework (ECF) programme for year two. This handbook accompanies the ECF mentor programme guide for trained mentors and has been designed to provide detail around the six development cycles and the stages within these. We have also provided a brief reminder of the year one programme self-directed study content and seminar titles as ECTs will revisit modules and sessions as part of the year two programme.

## ECF programme year one

During the first year of the programme, your ECT should have attended two seminars per half term delivered by a facilitator. The seminars were aligned with the content in the online study materials. These seminars enabled the teacher to receive further training linked to statements covered in the ECF, hear from expert colleagues, and have an opportunity to further discuss, practise, and reflect on learning from the online study materials as they applied it to their own practice. ECTs should have also received weekly instructional coaching from their mentor.

The following table identifies the training topics covered across the first year:

YEAR ONE SEMINAR TOPICS		
MODULE	SEMINAR 1	SEMINAR 2
<b>Module 1: How can you create an effective learning environment?</b>	Using praise and consequences effectively	Holding high academic expectations of all pupils
<b>Module 2: How do pupils learn?</b>	Avoiding working memory overload	Building well-organised mental models
<b>Module 3: What makes classroom practice effective?</b>	Using examples and non-examples	Using questioning to extend and challenge thinking
<b>Module 4: How can you use assessment and feedback to greatest effect?</b>	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
<b>Module 5: How can you support all pupils to succeed?</b>	Developing pupils' reading and writing	Adaptive teaching and the graduated approach
<b>Module 6: How can you design a coherent curriculum?</b>	Identifying and sequencing concepts, knowledge and skills	Supporting pupils to think critically

If you are new to mentoring on the Teach First Early Carer Framework programme and would like to find out more about the year one programme, please refer to your ECF mentor programme guide for trained mentors.

# Why ECTs revisit content throughout the ECF programme

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 the 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'll also have more autonomy over their learning by identifying areas for development in collaboration with you to 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 accessed 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 year. This is because we know that learning takes place and is embedded through discussion and elaboration (Rosenshine, 2012).

ECTs can expect for content to be reinforced from learning in year one and their ITT year. This is a deliberate decision to support ECTs ability to apply their learning in their changing contexts and for practice to become embedded through a subject and/or phase specific lens.

## Mentor guidance

### Sequence of training

To support you and your ECT to effectively engage with this programme, we have created a sequence which outlines the activity that will occur week-by-week in year two of the programme. The sequence outlines:

- the self-directed study materials that your ECT could revisit
- the focus for your fortnightly mentor interactions
- the topic of your ECT's seminar and the weeks in which this may take place
- the weeks in which the demonstration may take place

Following the sequence and aligning development with the focus of the cycle 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, you're encouraged to select the development focus that is highest leverage for your ECT.

## Providing flexibility on the programme

ECTs will have different starting points based on previous knowledge and experience. However, we recognise that the highest-leverage area for development for your ECT may vary and therefore there is flexibility built into the programme design for the following scenarios:

If an ECT shows strengths in the development cycle focus area: The 'Refocus' mentor interaction provides an opportunity for you to discuss your ECTs areas for development in relation to the development cycle focus. However, it may be that this is adjusted so that you choose the highest-leverage developmental area for your ECT.

If an ECT is struggling in an area not covered in the development cycle focus for the half term: ECTs can revisit the self-directed study content from year one throughout year two of the programme. Through conversations, you may also decide to change the area of focus for the development cycle to best meet their developmental needs.

If an ECT requires a more significant adjustment (e.g., they are part time): Schools should complete a programme adjustment form outlining which areas of the programme can support flexibility of length and engagement with the ECF programme. This should be discussed with your Appropriate Body as well as shared with your ECF Provider.

## Using your expert judgement

In year two, the seminar and mentor interactions are aligned to the development cycle theme which is the suggested focus area for the development cycle. Each seminar covers one or two strategies that will support your ECT to develop their practice in this area (for example, developing pupils' intrinsic motivation). If you and your ECT feel that they have mastered the strategies covered in the seminar, or that they are successfully applying the knowledge and skills to their practice, then you may decide that focusing on a different strategy related to the development cycle theme will have the most impact and maximise improvement. You may decide to change the focus area of the development cycle if this is more appropriate for the developmental needs of your ECT.

When deciding the most effective strategy, or when making the decision to move away from the development cycle focus, it is useful to consider the following questions:

1. To what extent is your ECT **effectively** and **consistently** applying the strategies covered in the seminar to develop pupil progress?
2. Is your ECT able to apply the knowledge and skills covered in both the year one self-directed study content that they have revisited (which is linked to the development cycle focus) and the seminar?
3. Are there any other strategies that your ECT could benefit from focusing on (that will both develop their teaching skills and impact pupil learning)?

If the focus of the development cycle is changed, you can use the development cycle structure on [page 6](#) to ensure that each stage is completed.

**If your ECT is unable to meet the engagement requirements, they may be withdrawn from our ECF programme and your school will need to find an alternative route or method for them to meet the expectations of the ECF. You will find more detail and information about the engagement policy on My Teach First.**

# Development cycle sequence

The aim of the second year is to secure and further develop your ECT's pedagogical knowledge and skills in their subject and/or phase. To facilitate this aim, ECT training has been organised into one cycle of development per half term, meaning your ECT will undertake six cycles in total. The focus for each cycle is outlined in the following table and the structure of each cycle is outlined beneath that:

DEVELOPMENT CYCLE FOCUS	
<b>Development cycle 1</b> Developing pupils' intrinsic motivation	<b>Development cycle 4</b> Anticipating and addressing misconceptions
<b>Development cycle 2</b> Supporting pupils to develop subject-specific skills	<b>Development cycle 5</b> Using structured talk to develop pupils' literacy
<b>Development cycle 3</b> Using meaningful and memorable explanations	<b>Development cycle 6</b> Developing a coherent curriculum

DEVELOPMENT CYCLE STRUCTURE PER HALF TERM	
<b>Week 1</b>	<b>Retrieve</b> – <i>Self-directed study</i> (45 min) ECTs complete a retrieval quiz in preparation for the seminar and revisit content from year one.
<b>Week 1-2</b>	<b>Extend</b> – <i>ECT seminar</i> (1 hour 30 min) ECTs explore key pedagogical themes through the lens of a subject and phase.
	<b>Refocus</b> – <i>Mentor interaction 1</i> (1 hour) A developmental area is chosen for the ECT to work on for the rest of the cycle.
<b>Week 2-3</b>	<b>Demonstration</b> – <i>Observation and/or discussion</i> (1 hour) ECTs attend an observation and/or a discussion with an expert colleague focused around their area of development. Where possible, the mentor also attends. ECTs complete a reflection activity on Brightspace.
	<b>Deconstruction</b> – <i>Mentor interaction 2</i> (1 hour) The ECT and mentor discuss what was observed and formulate a plan of how to integrate new learning into practice.
<b>Week 3-5</b>	<b>Integration</b> ECTs integrate new learning into their practice.
<b>Week 5-6</b>	<b>Feedback</b> – <i>Mentor interaction 3</i> (1 hour 10 min) 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, your 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, they can revisit areas of the self-directed study to refresh their knowledge on content that links to the focus of the development cycle. These are listed in this handbook under the 'Weekly development cycle guide'.

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

## Mentor interaction 1: Refocus

After the seminar your ECT will meet with you 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.

## Demonstration (observation and/or discussion)

After you and your ECT have decided upon their development cycle focus, your ECT will attend a demonstration of this focus by an expert colleague. Where possible, we recommend that you attend the demonstration with them. 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 and follow-up discussion or a discussion, so that practices that are hard to see in use in a lesson can be shared and explored through discussion and modelling. These demonstrations:

- are likely to take place in week three or four of each half term
- are organised by you and your ECT in your school or network of schools
- require time out of class if the ECT is observing another colleague and this has been communicated to ECF induction tutors
- 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
- should include time after an observation for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated. The timing split between observation and discussion during the demonstration should be balanced to suit the need of the ECT's development focus. For example, if the observation is necessary throughout the lesson, the split could be a 50-minute observation and a 10-minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as an hour-long discussion. You and your ECT will need to decide how to split this time
- should also be attended by mentors if possible to support with the deconstruction mentor meeting

Following the demonstration, your ECT will complete and submit a reflection activity as part of the self-directed study on Brightspace. You can use this to guide your deconstruction conversation

## Mentor interaction 2: Deconstruction

After the demonstration, you and your ECT will have your second mentor meeting where you will discuss what was observed in the demonstration and plan how to integrate new strategies, techniques or approaches into your ECT's practice. To guide your conversation, you can use your ECT's reflection which they should have submitted following the demonstration.

## Integration

Your ECT will then spend one to two weeks practising before their final mentor interaction where you will provide them with feedback.

### Mentor interaction 3: Feedback

This meeting will be structured using instructional coaching and the feedback model ([Appendix B: Feedback model](#)) that was used in year one. Depending on your 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 your 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 to enable you to review your ECT's practice once per half term. During the final part of this interaction, you'll discuss the focus of the next development cycle and identify areas of the self-directed study that your ECT might wish to revisit at the beginning of the next cycle.



# Weekly development cycle guide

To support you at each stage of the development cycle, we have provided a suggested 'Weekly development cycle guide' for you to refer to. This details which modules your ECT might revisit, the focus for the development cycle and seminar, when ECT training will take place and how you can support your ECT at each stage. We have provided a worked example for the first development cycle of what this might look like in practice, to support you with your interactions and understanding of how the cycle will run.

DEVELOPMENT CYCLE 1: DEVELOPING PUPILS' INTRINSIC MOTIVATION	
WEEK	ACTIVITY
TBC*	<p><b>ECT induction</b></p> <ul style="list-style-type: none"> <li>ECTs attend 6 hour session</li> </ul>
1	<p><b>Retrieve</b> – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> <li><b>Module 1 – Session:</b> Developing motivation through a supportive environment</li> <li><b>Module 2 – Session:</b> Considering how to introduce new knowledge to pupils</li> <li><b>Module 2 – Session:</b> Using worked and partially completed examples</li> <li><b>Module 5 – Session:</b> Further developing prior knowledge</li> <li><b>Module 5 – Session:</b> Providing additional scaffolds</li> </ul>
1-2	<p><b>Extend – ECT seminar</b></p> <p>Developing pupils' intrinsic motivation.</p>
	<p><b>Refocus – mentor interaction 1</b></p> <p>Focus: Decide upon an area of development.</p> <p>Discuss the seminar attended by your ECT and use the discussion prompts to probe and explore areas for development. Decide on the highest leverage area for development and discuss what the action step will be. For example, to support pupils to succeed, the action step might be: To use questioning to support and build understanding and success.</p> <p>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). Ensure your ECT shares the focus area for development with the expert colleague so they know what your ECT will be looking for.</p>

\* Teach First or your Delivery Partner will confirm your induction dates with you.

1-2	<p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between intrinsic and extrinsic motivation?</li> <li>• Which of your pupils exhibits intrinsic motivation? How can you tell?</li> <li>• What impacts on your pupils' motivations?</li> <li>• How does motivation change depending on the topic you are teaching? (prompt further for answers around flexible grouping)</li> <li>• What have you done so far to address motivation issues in pupils? (prompt further for answers around responsive teaching)</li> <li>• How do you show pupils what success looks like in a given task?</li> <li>• What were the motivational strategies that were outlined in the seminar?</li> <li>• Which strategies do you think would have an impact on the pupils you teach?</li> <li>• Let's agree now on a focus for this development cycle.</li> </ul>
2-3	<p><b>Demonstration – observation and/or discussion</b></p> <p>ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.</p> <p>Where possible, attend the demonstration (observation and/or discussion) with your ECT so that you 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, encourage your ECT to ask questions to explore the expert teacher's choices and decisions. For example, they might ask the expert teacher about why they chose the follow-up questions to expand pupils' answers and how they identified pupils needing support. Following the demonstration, ECTs will complete and submit a reflection activity on Brightspace.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> <li>• Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated.</li> <li>• If a discussion seems more appropriate, where possible also arrange an observation of classroom practice that is linked. For example, if your ECT's focus is on building in retrieval practice over a sequence of lessons, they could observe retrieval being performed in the lesson and consider how it fits within the wider sequence of work.</li> <li>• The timing split between the observation and discussion during the demonstration should be balanced to suit the need of the ECT's development focus. For example, if observation is necessary throughout the lesson, the split could be a 50-minute observation and a ten minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as a one-hour discussion. You and your ECT will need to decide how to split this time.</li> </ul>
	<p><b>Deconstruction - mentor interaction 2</b></p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use your ECT's reflection and the discussion prompts to deconstruct the observation/discussion and help your ECT to understand how the expert teacher supported pupil learning and helped them achieve success. For example, the expert teacher may have done this by this by carefully planning and scripting closed questions to build confidence and higher open questions to follow up.</p> <p>Consider the identified area for development (action step) and discuss how your ECT can integrate and apply what they have learnt from both the seminar and the demonstration in their practice. For example, an ECT might script closed and open questions that can be used to support pupils to develop their understanding and enable them to experience success.</p>

2-3	<p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• Share your thoughts: how has the demonstration shown you how you could encourage pupils to be more intrinsically motivated?</li> <li>• What were the strengths of the demonstration?</li> <li>• What further questions would you have for the teacher?</li> <li>• How can your learning from this demonstration feed into your own practice?</li> <li>• Reflect on your learning from both the seminar and demonstration, what will you now integrate into your own practice?</li> </ul>
3-5	<p><b>Integration</b></p> <p>ECT incorporates new learning into their practice.</p>
5 or 6	<p><b>Feedback – mentor interaction 3</b></p> <p>Mentors attend a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction 1.</p> <p>The focus of the observation or discussion will be the identified area for development (action step).</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 the 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 the mentor to observe practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then the mentor might do a drop-in observation to see how the 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, you should consider how the identified area for development has been integrated into your ECT's practice.</p> <p>After the observation/discussion, feedback should be provided using instructional coaching model:</p> <div data-bbox="231 1433 1468 1523" style="text-align: center;"> <pre> graph LR     A[Praise strengths] --&gt; B[Probe development areas]     B --&gt; C[Set precise actions]     C --&gt; D[Plan based on actions]     D --&gt; E[Practice based on plan] </pre> </div> <p>Asking precise and direct questions when probing will help you and your ECT to set precise actions.</p>

## A worked example of development cycle 1

WEEK	ACTIVITY
1-2	<p><b>Retrieve</b></p> <p>Self-directed study(45 mins): Retrieve specific Y1 module content and knowledge.</p>
	<p>Ava, a science ECT, has completed the retrieval quiz for Module 1 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: 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: Providing additional scaffolds ahead of the training session seminar in week 2.</p>
	<p><b>Extend</b></p> <p>Seminar(90 mins)</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><b>Refocus</b></p> <p>Mentor interaction 1(60 mins). 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>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 though 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 designed 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>
3-4	<p><b>Demonstration</b> Observation/discussion (60 mins)</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><b>Deconstruction</b> Mentor interaction 2 (60 mins)</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. 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 to 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> <ul style="list-style-type: none"> <li>• Identity key knowledge that is necessary for pupil mastery of a core concept and sequence this into key teaching points and small teaching steps.</li> <li>• Script her explanations and questions for each teaching step</li> <li>• Design appropriate tasks within the small teaching steps that allow pupils to demonstrate their success.</li> </ul>

3-5	<p><b>Integration</b></p> <p>Early career teacher to integrate 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><b>Feedback</b></p> <p>Teacher to receive clear and consistent feedback, using the instructional coaching model. Discussion of next steps for teacher.</p> <p>Some time spent discussing training and focus of 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>

## DEVELOPMENT CYCLE 2: SUPPORTING PUPILS TO DEVELOP SUBJECT-SPECIFIC SKILLS

WEEK	ACTIVITY
1	<p><b>Retrieve</b> – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one</p> <ul style="list-style-type: none"> <li>• <b>Module 2 – Session:</b> Considering how to introduce new knowledge to pupils</li> <li>• <b>Module 3 – Session:</b> Explanations and modelling</li> <li>• <b>Module 6 – Session:</b> Identifying concepts, knowledge and skills</li> <li>• <b>Module 6 – Session:</b> Sequencing teaching and learning</li> <li>• <b>Module 6 – Session:</b> Helping pupils to master important concepts, knowledge and skills</li> </ul>
1-2	<p><b>Extend – ECT seminar</b> Supporting pupils to develop subject-specific skills within their subject/phase.</p> <p><b>Refocus – mentor interaction 1</b> Focus: Decide upon an area of development.</p> <p>Discuss the seminar attended by your ECT and use the discussion prompts to probe and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be. For example, the action step might be to use observation skills to encourage pupils to think critically about their findings.</p> <p>Decide which expert colleague will be best able to demonstrate the focus area of development and arrange an observation and/or discussion (depending on the focus). Ensure your ECT shares the focus area for development with the expert colleague so they know what your ECT will be looking for.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• How have you considered the prior knowledge pupils have?</li> <li>• How have you sequenced your scheme of work to build on pupils' prior knowledge?</li> <li>• Have you identified the key skills in your subject?</li> <li>• Have you identified the foundational knowledge pupils will need to have and the vocabulary they will need to know?</li> <li>• What specialised knowledge will pupils need to have?</li> <li>• What instructional procedures/strategies will you implement to develop key skills?</li> <li>• How will you explicitly teach the key skills across the curriculum?</li> <li>• How will the instructional procedures/strategies differ across the phase and/or year as learners develop expertise?</li> <li>• How will you use pupils' existing knowledge to build increasingly complex mental models?</li> <li>• How have you identified the concepts, knowledge and skills needed?</li> <li>• Have you built in time for retrieval and spaced learning? What does this look like?</li> <li>• How are you using assessment (formative and summative) to inform the teaching and learning of concepts, knowledge and skills?</li> <li>• How are you using the information gained from formative and summative assessment to guide planning and adapt the 'route'?</li> <li>• How do you anticipate and plan for misconceptions?</li> <li>• How do you address and respond to misconceptions?</li> <li>• What do you want to get from the upcoming seminar 'Supporting pupils to develop subject-specific skills.'</li> <li>• Let's agree now on a focus for this development cycle.</li> </ul>

2-3	<p><b>Demonstration – observation and/or discussion</b></p> <p>ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.</p> <p>Where possible, attend the demonstration (observation and/or discussion) with your ECT so that you 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, encourage your ECT to ask questions to explore the expert teacher's choices and decisions. For example, they might ask the expert teacher about the independent learning activities that have been set up across the specific areas of learning in early years and how they promote observation skills and support pupils to think critically about their findings. Following the demonstration, ECTs will complete and submit a reflection activity on Brightspace.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> <li>• Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated.</li> <li>• If a discussion seems more appropriate, where possible also arrange an observation of classroom practice that is linked. For example, if your ECT's focus is on building in retrieval practice over a sequence of lessons, they could observe retrieval being performed in the lesson and consider how it fits within the wider sequence of work.</li> <li>• The timing split between the observation and discussion during the demonstration should be balanced to suit the needs of the ECT's development focus. For example, if observation is necessary throughout the lesson, the split could be a 50-minute observation and a ten-minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as an hour-long discussion. You and your ECT will need to decide how to split this time.</li> </ul>
	<p><b>Deconstruction – mentor interaction 2</b></p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use your ECT's reflection and the discussion prompts to deconstruct the observation/discussion and help your ECT to understand how the expert teacher supported pupil learning and helped them achieve success. For example, the expert teacher may have done this by using a range of resources in the different areas of learning for pupils to observe and providing opportunities for them to record their findings. Consider the identified area for development (and action step) and discuss how your ECT can integrate and apply what they have learnt from both the seminar and the demonstration in their practice. For example, an ECT might plan an activity for each specific area of learning that will enable pupils to use their observation skills, think critically about their findings and record using mark making and writing.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• Share your thoughts: how has the demonstration shown you how to develop specific skills in your subject/phase?</li> <li>• What were the strengths of the demonstration?</li> <li>• What further questions would you have for the teacher?</li> <li>• How can your learning from this demonstration feed into your own practice?</li> <li>• Reflect on your learning from both the seminar and demonstration. What will you now integrate into your own practice?</li> </ul>
3-5	<p><b>Integration</b></p> <p>ECT incorporates new learning into their practice.</p> <p>Suggested professional progress review.</p>

### Feedback – mentor interaction 3

Mentors carry out a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction 1.

The focus of the observation or discussion will be the identified area for development (action step).

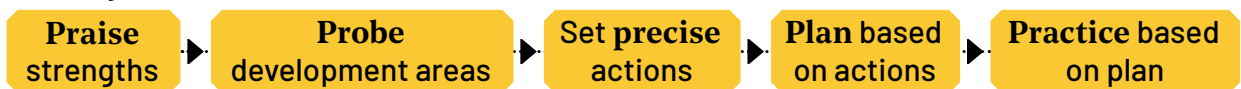
We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice in a scheme of work then the time might be best spent discussing and reviewing the ECT's plans.

5 or 6

We would however strongly recommend that a short drop-in observation is arranged at least once a half term to enable the mentor to observe practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then the mentor might do a drop-in observation to see how the ECT performs retrieval practice and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.

During the observation/discussion, you should consider how the identified area for development has been integrated into your ECT's practice.

After the observation/discussion, feedback should be provided using the instructional coaching model:



Asking precise and direct questions when probing will help you and your ECT to set precise actions.

## DEVELOPMENT CYCLE 3: USING MEANINGFUL AND MEMORABLE EXPLANATIONS

WEEK	ACTIVITY
1	<p><b>Retrieve</b> – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> <li>• <b>Module 2 – Session:</b> The working and long-term memory</li> <li>• <b>Module 2 – Session:</b> Considering how to introduce new knowledge to pupils</li> <li>• <b>Module 3 – Session:</b> Explanations and modelling</li> </ul>
1-2	<p><b>Extend – ECT seminar</b> Using meaningful and memorable explanations.</p> <p><b>Refocus – mentor interaction 1</b> Focus: Decide upon an area of development.</p> <p><b>Stimulus (retrieval quiz, self-directed study and seminar)</b> Discuss the seminar attended by your ECT and use the discussion prompts to probe and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be. For example, the action step might be: To effectively use models as concrete examples of abstract concepts.</p> <p>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). Ensure your ECT shares the focus area for development with the expert colleague so they know what your ECT will be looking for.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• What abstract concepts did you identify in the seminar?</li> <li>• Why is it important to make abstract concepts concrete?</li> <li>• How have you made the abstract concrete in your lessons?</li> <li>• What strategies did the seminar identify that could help make concepts meaningful and memorable?</li> <li>• How do you currently model concepts to your pupils?</li> <li>• How do you identify pupils' prior knowledge and build on this in your models?</li> <li>• Which strategies do you think would have an impact on the pupils you teach?</li> <li>• Let's agree now on a focus for this development cycle.</li> </ul>
2-3	<p><b>Demonstration – observation and/or discussion</b> ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.</p> <p>Where possible, attend the demonstration (observation and/or discussion) with your ECT so that you 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, encourage your ECT to ask questions to explore the expert teacher's choices and decisions, for example they might ask how and why they selected the models used in the lesson. Following the demonstration, ECTs will complete and submit a reflection activity on Brightspace.</p>

	<p>We recommend the following:</p> <ul style="list-style-type: none"> <li>• Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated.</li> <li>• If a discussion seems more appropriate, where possible also arrange an observation of classroom practice that is linked. For example, if your ECT's focus is on building in retrieval practice over a sequence of lessons, they could observe retrieval being performed in the lesson and consider how it fits within the wider sequence of work.</li> <li>• The timing split between the observation and discussion during the demonstration should be balanced to suit the need of the ECT's development focus. For example, if observation is necessary throughout the lesson, the split could be a 50-minute observation and a ten-minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as an hour-long discussion. You and your ECT will need to decide how to split this time.</li> </ul>
<p><b>2-3</b></p>	<p><b>Deconstruction – mentor interaction 2</b></p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use your ECT's reflection and the discussion prompts to deconstruct the observation/discussion and help your ECT to understand how the expert teacher supported pupils' learning and helped them achieve success. For example, the expert teacher may have done this by discussing a specific concrete model that was used to demonstrate an abstract concept and exploring how this supported pupil understanding. Consider the identified area for development (and action step) and discuss how your ECT can integrate and apply what they have learnt from both the seminar and the demonstration in their practice. For example, an ECT might identify two or three concrete models that can be used to explain abstract concepts and plan to use these in an upcoming lesson.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• Share your thoughts: how has the demonstration shown you how to use meaningful and memorable explanations?</li> <li>• What were the strengths of the demonstration?</li> <li>• What further questions would you have for the teacher?</li> <li>• How can your learning from this demonstration feed into your own practice?</li> <li>• Reflect on your learning from the seminar and demonstration, what will you now integrate into your own practice?</li> </ul>
<p><b>3-5</b></p>	<p><b>Integration</b></p> <p>ECT incorporates new learning into their practice.</p>

### Feedback – mentor interaction 3

Mentors carry out a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction 1.

The focus of the observation or discussion will be the identified area for development (action step).

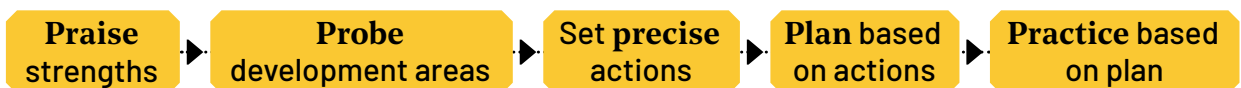
We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice in a scheme of work then the time might be best spent discussing and reviewing the ECT's plans.

5 or 6

We would however strongly recommend that a short drop-in observation is arranged at least once a half term to enable the mentor to observe practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then the mentor might do a drop-in observation to see how the ECT performs retrieval practice and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.

During the observation/discussion, you should consider how the identified area for development has been integrated into your ECT's practice.

After the observation/discussion, feedback should be provided using instructional coaching model:



Asking precise and direct questions when probing will help you and your ECT to set precise actions.

## DEVELOPMENT CYCLE 4: ANTICIPATING AND ADDRESSING COMMON MISCONCEPTIONS

WEEK	ACTIVITY
1	<p><b>Retrieve</b> – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> <li>• <b>Module 4 – Session:</b> Planning for effective assessment</li> <li>• <b>Module 4 – Session:</b> Monitoring misconceptions</li> <li>• <b>Module 6 – Session:</b> Helping pupils master important concepts, knowledge and skills</li> </ul>
1-2	<p><b>Extend – ECT seminar</b> Anticipating and addressing common misconceptions.</p> <p><b>Refocus – mentor interaction 1</b> Focus: Decide upon an area of development.</p> <p>Discuss the seminar attended by your ECT and use the discussion prompts to probe and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be. For example, the action step might be: To use stories to support pupils to adjust and correct their mental models.</p> <p>Decide which expert colleague will be best able to demonstrate the focus area of development and arrange an observation and/or a discussion (depending on the focus). Ensure your ECT shares the focus area for development with the expert colleague so they know what your ECT will be looking for.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• What were the common misconceptions that were identified in the seminar?</li> <li>• Why do you think these common misconceptions occur?</li> <li>• What foundational knowledge would pupils need to have securely in place to help protect against developing a misconception?</li> <li>• How can developing metacognitive strategies, such as how to evaluate learning, help when addressing misconceptions?</li> <li>• How have you anticipated a misconception with your current class?</li> <li>• How have you monitored work to assess whether misconceptions are forming?</li> <li>• Which strategies from the seminar do you think would have an impact on the pupils you teach?</li> <li>• What would you like to see more exemplification of in the demonstration?</li> <li>• Let's agree now on a focus for this development cycle.</li> </ul>
2-3	<p><b>Demonstration – observation/discussion</b></p> <p>ECT observes or has a discussion with an expert colleague focused on their chosen area of development.</p> <p>Where possible, attend the demonstration (observation and/or discussion) with your ECT so that you 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, encourage your ECT to ask questions to explore the expert teacher's choices and decisions, for example they might ask how they knew which misconceptions pupils might hold and how and why they selected the stories used. Following the demonstration, ECTs will complete and submit a reflection activity on Brightspace.</p>

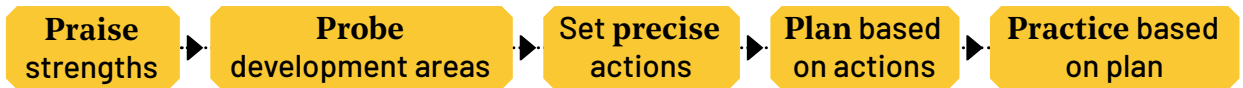
	<p>We recommend the following:</p> <ul style="list-style-type: none"> <li>• Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated.</li> <li>• If a discussion seems more appropriate, where possible also arrange an observation of classroom practice that is linked. For example, if your ECT's focus is on building in retrieval practice over a sequence of lessons, they could observe retrieval being performed in the lesson and consider how it fits within the wider sequence of work.</li> <li>• The timing split between the observation and discussion during the demonstration should be balanced to suit the need of the ECT's development focus. For example, if observation is necessary throughout the lesson, the split could be a 50-minute observation and a 10-minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as an hour-long discussion. You and your ECT will need to decide how to split this time.</li> </ul>
<p><b>2-3</b></p>	<p><b>Deconstruction – mentor interaction 2</b></p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use your ECT's reflection and the discussion prompts to deconstruct the observation/discussion and help your ECT to understand how the expert teacher supported pupil learning and helped them achieve success. For example, the expert teacher may have done this by using a story to address a common misconception about the Black Death. Consider the identified area for development (and action step) and discuss how your ECT can integrate and apply what they have learnt from both the seminar and the demonstration in their practice. For example, an ECT might identify two or three stories that can be used to address common misconceptions and plan to use these in an upcoming lesson.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• Share your thoughts: how has the demonstration shown you how you could anticipate and address common misconceptions?</li> <li>• What were the strengths of the demonstration?</li> <li>• What further questions would you have for the teacher?</li> <li>• How can your learning from this demonstration feed into your own practice?</li> <li>• Reflect on your learning from both the seminar and demonstration, what will you now integrate into your own practice?</li> </ul>
<p><b>3-5</b></p>	<p><b>Integration</b></p> <p>ECT incorporates new learning into their practice.</p> <p>Suggested professional progress review.</p>
<p><b>5 or 6</b></p>	<p><b>Feedback – mentor interaction 3</b></p> <p>Mentors carry out a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction 1.</p> <p>The focus of the observation or discussion will be the identified area for development (action step).</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 the ECT's plans.</p>

5 or 6

We would however strongly recommend that a short drop-in observation is arranged at least once a half term to enable the mentor to observe practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then the mentor might do a drop-in observation to see how the ECT performs retrieval practice and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.

During the observation/discussion, you should consider how the identified area for development has been integrated into your ECT's practice.

After the observation/discussion, feedback should be provided using the instructional coaching model:



Asking precise and direct questions when probing will help you and your ECT to set precise actions.



## DEVELOPMENT CYCLE 5: USING STRUCTURED TALK TO DEVELOP PUPILS' LITERACY SKILLS

WEEK	ACTIVITY
1	<p><b>Retrieve</b> – complete the retrieval quiz and a revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> <li>• <b>Module 3 – Stretch:</b> Supporting the development of 'Accountable Talk' in the classroom</li> <li>• <b>Module 5 – Session:</b> Developing high-quality oral language</li> <li>• <b>Module 5 – Session:</b> Developing reading and writing</li> <li>• <b>Module 5 – Stretch:</b> Developing structured talk and writing</li> </ul>
1-2	<p><b>Extend – ECT seminar</b> Using structured talk to develop pupils' literacy skills.</p> <p><b>Refocus – mentor interaction 1</b> Focus: Decide upon an area of development.</p> <p>Discuss the seminar attended by your ECT and use the discussion prompts to probe and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be. For example, the action step might be: to encourage pupils to refer to information (texts, their notes, images) when taking part in a discussion or answering a question.</p> <p>Decide which expert colleague will be best able to demonstrate the focus area of development and arrange an observation and/or a discussion (depending on the focus). Ensure your ECT shares the focus area for development with the expert colleague so they know what your ECT will be looking for.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• What is disciplinary literacy and why is it so important?</li> <li>• What strategies did the seminar give you for developing pupils' writing and comprehension skills?</li> <li>• How have you been developing these skills so far in your practice?</li> <li>• Which strategies do you think would have an impact on the pupils you teach?</li> <li>• What would you like to see more exemplification of in the demonstration?</li> <li>• Let's agree now on a focus for this development cycle.</li> </ul>
2-3	<p><b>Demonstration – observation/discussion</b> ECT observes or has a discussion with an expert colleague focused on their chosen area of development.</p> <p>Where possible, attend the demonstration (observation and/or discussion) with your ECT so that you 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, encourage your ECT to ask questions to explore the expert teacher's choices and decisions, for example they might ask how and why they selected the information sources that were used. Following the demonstration, ECTs will complete and submit a reflection activity on Brightspace.</p>

<p><b>2-3</b></p>	<p>We recommend the following:</p> <ul style="list-style-type: none"> <li>• Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated.</li> <li>• If a discussion seems more appropriate, where possible also arrange an observation of classroom practice that is linked. For example, if your ECT's focus is on building in retrieval practice over a sequence of lessons, they could observe retrieval being performed in the lesson and consider how it fits within the wider sequence of work.</li> <li>• The timing split between the observation and discussion during the demonstration should be balanced to suit the need of the ECT's development focus. For example, if observation is necessary throughout the lesson, the split could be a 50-minute observation and a 10-minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as an hour-long discussion. You and your ECT will need to decide how to split this time.</li> </ul>
	<p><b>Deconstruction - mentor interaction 2</b></p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use your ECT's reflection and the discussion prompts to deconstruct the observation/discussion and help your ECT to understand how the expert teacher supported pupils' learning and helped them achieve success. For example, the expert teacher may have done this by carefully selecting a range of information sources for pupils to use in discussions.</p> <p>Consider the identified area for development (and action step) and discuss how your ECT can integrate and apply what they have learnt from both the seminar and the demonstration in their practice. For example, an ECT might identify two or three information sources that can be used in an upcoming lesson to support structured talk and develop pupils' literacy.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• Share your thoughts: how has the demonstration shown you how to develop structured talk in your subject/phase?</li> <li>• What were the strengths of the demonstration?</li> <li>• What further questions would you have for the teacher?</li> <li>• How can your learning from this demonstration feed into your own practice?</li> <li>• Reflect on your learning from both the seminar and demonstration. What will you now integrate into your own practice?</li> </ul>
<p><b>3-5</b></p>	<p><b>Integration</b></p> <p>ECT incorporates new learning into their practice.</p>

### Feedback – mentor interaction 3

Mentors carry out a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction 1.

The focus of the observation or discussion will be the identified area for development (action step).

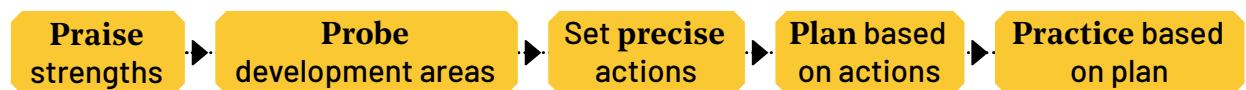
We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice in a scheme of work then the time might be best spent discussing and reviewing the ECT's plans.

5 or 6

We would however strongly recommend that a short drop-in observation is arranged at least once a half term to enable the mentor to observe practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then the mentor might do a drop-in observation to see how the ECT performs retrieval practice and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.

During the observation/discussion, you should consider how the identified area for development has been integrated into your ECT's practice.

After the observation/discussion, feedback should be provided using the instructional coaching model:



Asking precise and direct questions when probing will help you and your ECT to set precise actions.

## DEVELOPMENT CYCLE 6: DEVELOPING A COHERENT CURRICULUM

WEEK	ACTIVITY
1	<p><b>Retrieve</b>– complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> <li>• <b>Module 6 – Session:</b> Identifying concepts, knowledge and skills</li> <li>• <b>Module 6 – Session:</b> Sequencing teaching and learning</li> <li>• <b>Module 6 – Session:</b> Helping pupils to master important concepts, knowledge and skills</li> </ul>
1-2	<p><b>Extend – ECT seminar</b> Developing a coherent curriculum.</p> <hr/> <p><b>Refocus – mentor interaction 1</b> Focus: Decide upon an area of development.</p> <p>Discuss the seminar attended by your ECT and use the discussion prompts to probe and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be. For example, the action step might be: To incorporate spaced learning into a scheme of work so that pupils are revisiting and building on existing knowledge.</p> <p>Decide which expert colleague will be best able to demonstrate the focus area of development and arrange an observation and/or discussion (depending on the focus). Ensure your ECT shares the focus area for development with the expert colleague so they know what your ECT will be looking for.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• What did you need to consider when sequencing learning in your scheme of work?</li> <li>• How does your scheme of work fit into the broader curriculum? I.e., do you know what the ‘roadmap’ looks like?</li> <li>• How will formative and summative assessment inform your ‘roadmap’ and how have you planned for changes in the ‘route’?</li> <li>• Have you planned in when the topic/big ideas will be revisited?</li> <li>• What foundational knowledge and vocabulary will pupils need to master new concepts? How will you build on existing knowledge?</li> <li>• How will you build on existing knowledge to help pupils build increasingly complex mental models?</li> <li>• How have you balanced exposition, repetition, practice of critical skills and knowledge over the course of your scheme?</li> <li>• How will you develop pupils’ knowledge throughout the scheme of work e.g. through the use of explanations and modelling (examples, non-examples, scaffolds, guided practice, independent practice)?</li> <li>• How will the instructional procedures/strategies differ across the phase/year as learners develop expertise?</li> <li>• How are you supporting pupils to think critically?</li> <li>• How will you help pupils to transfer knowledge e.g. between subject disciplines or in a new or unfamiliar context?</li> <li>• How have you utilised support from colleagues to develop your scheme of work?</li> <li>• What do you want to focus on observing in the demonstration on ‘Developing a coherent curriculum’?</li> <li>• Let’s agree now on a focus for this development cycle.</li> </ul>

2-3	<p><b>Demonstration – observation and/or discussion</b></p> <p>ECT observes or has a discussion with an expert colleague focused on their chosen area of development.</p> <p>Where possible, attend the demonstration (observation and/or discussion) with your ECT so that you 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, encourage your ECT to ask questions to explore the expert teacher’s choices and decisions, for example they might ask how and when the concept is revisited across the scheme of work. Following the demonstration, ECTs will complete and submit a reflection activity on Brightspace.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> <li>• Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated.</li> <li>• If a discussion seems more appropriate, where possible also arrange an observation of classroom practice that is linked. For example, if your ECT’s focus is on building in retrieval practice over a sequence of lessons, they could observe retrieval being performed in the lesson and consider how it fits within the wider sequence of work.</li> <li>• The timing split between the observation and discussion during the demonstration should be balanced to suit the need of the ECT’s development focus. For example, if observation is necessary throughout the lesson, the split could be a 50-minute observation and a 10-minute discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15-minute observation with a 45-minute discussion. If the skill cannot be observed in classroom practice, then this would be run as an hour-long discussion. You and your ECT will need to decide how to split this time.</li> </ul>
	<p><b>Deconstruction – mentor interaction 2</b></p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use your ECT’s reflection and the discussion prompts to deconstruct the observation/discussion and help your ECT to understand how the expert teacher supported pupils’ learning and helped them achieve success. For example, the expert teacher may have done this by considering when to revisit the concept of sustainability across the scheme of work. They could then ask what led to this decision and what impact it has on pupil learning. Consider the identified area for development (and action step) and discuss how your ECT can integrate and apply what they have learnt from both the seminar and the demonstration in their practice. For example, an ECT might incorporate spaced learning of the identified concept into their scheme of work.</p> <p><b>Discussion prompts:</b></p> <ul style="list-style-type: none"> <li>• Share your thoughts: how has the demonstration shown you how to incorporate spaced learning skills in your scheme of work?</li> <li>• What were the strengths of the demonstration?</li> <li>• What further questions would you have for the teacher?</li> <li>• How can your learning from this demonstration feed into your own practice?</li> <li>• Reflect on your learning from both the seminar and demonstration. What will you now integrate into your own practice?</li> </ul>
3-5	<p><b>Integration</b></p> <p>ECT incorporates new learning into their practice.</p>

### Feedback – mentor interaction 3

Mentors carry out a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction 1.

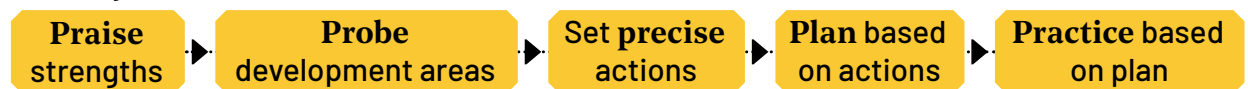
The focus of the observation or discussion will be the identified area for development (action step).

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 the ECT's plans.

**5 or 6** We would however strongly recommend that a short drop-in observation is arranged at least once a half term to enable the mentor to observe practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then the mentor might do a drop-in observation to see how retrieval practice is performed and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.

During the observation/discussion, you should consider how the identified area for development has been integrated into your ECT's practice.

After the observation/discussion, feedback should be provided using the instructional coaching model:



Asking precise and direct questions when probing will help you and your ECT to set precise actions.

Suggested formal assessment.

# Appendix A: Mentor weekly overview videos

If you wish to, you can access the short weekly content overview videos (mostly between 5-10 minutes long) which summarise what has been learnt by your ECT during the self-directed study sessions in year one of the programme.

They also provide some additional reading that you and/or your ECT may be interested in accessing. This links to the content in the self-directed study for the session. You can find the video links to each session in the table below.

MODULE	SESSION TITLE (AND LINK TO MENTOR WEEKLY OVERVIEW VIDEO)
<b>How can you create an effective learning environment?</b>	<a href="#">Establishing effective routines</a>
	<a href="#">Developing motivation through a supportive environment</a>
	<a href="#">Addressing low level disruption</a>
	<a href="#">Addressing persistent and challenging behaviour</a>
	<a href="#">Holding high expectations and maintaining engagement</a>
<b>How do pupils learn?</b>	<a href="#">The working and long-term memory</a>
	<a href="#">Considering how to introduce new knowledge to pupils</a>
	<a href="#">Using worked and partially completed examples</a>
	<a href="#">Helping pupils to remember</a>
	<a href="#">Metacognition</a>
<b>What makes classroom practice effective?</b>	<a href="#">Review of previous learning</a>
	<a href="#">Explanations and modelling</a>
	<a href="#">Guided practice</a>
	<a href="#">Independent practice</a>
	<a href="#">Questioning</a>
<b>How can you use assessment and feedback to greatest effect?</b>	<a href="#">What makes assessment effective?</a>
	<a href="#">Planning for effective assessment</a>
	<a href="#">Monitoring misconceptions</a>
	<a href="#">Making feedback purposeful and manageable</a>
	<a href="#">Summative assessment</a>
<b>How can you support all pupils to succeed?</b>	<a href="#">Developing high-quality oral language – Early Years</a>
	<a href="#">Developing High-quality oral language – Primary and Secondary</a>
	<a href="#">Developing reading and writing</a>
	<a href="#">Further developing pupils' prior knowledge</a>
	<a href="#">Providing additional scaffolds</a>
	<a href="#">Teaching pupils who require a greater level of support</a>
<b>How can you design a coherent curriculum?</b>	<a href="#">What is the purpose of a curriculum?</a>
	<a href="#">Identifying concepts, knowledge and skills</a>
	<a href="#">Sequencing teaching and learning</a>
	<a href="#">Helping pupils master important concepts, knowledge and skills</a>
	<a href="#">Supporting pupils to develop increasingly complex mental models</a>

# Appendix B: Feedback model

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

PHASE	PURPOSE	POSSIBLE SCRIPT
<b>PLAN BASED ON ACTIONS</b>	<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"> <li>• Look to a future lesson</li> <li>• Plan where and how</li> <li>• Script</li> </ul>	<ul style="list-style-type: none"> <li>• 'We're now going to plan how you will put into practice this development area using the actions we decided.'</li> <li>• 'What lesson, topic, class can we put this development area into place with?'</li> <li>• 'What part(s) of the lesson might this development area most need to be addressed in?'</li> <li>• 'Let's script / sequence / decide etc. how you might go about doing this.'</li> <li>• 'What might this look like in your planning?' 'What would you ask, do, say...?'</li> <li>• 'This is your success criteria.'</li> </ul>
<b>PRACTICE</b>	<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"> <li>• Share a success criteria</li> <li>• Prime the practise by providing a model (e.g. mentor models/ video clip)</li> <li>• Call the shots – say how you will act in the role (compliant/ authentic/near live?)</li> <li>• Say how you will feedback to trainee – wait until end? During?</li> <li>• Agree how many 'turns' you will give the teacher</li> <li>• Get it on its feet/put the plan into practice with the teacher</li> <li>• Feedback either after teacher has practised or during</li> <li>• Repeat as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• '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.'</li> <li>• '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.'</li> </ul> <p>Feedback example:</p> <ul style="list-style-type: none"> <li>• '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.'</li> </ul>

# Appendix C: Setting precise action steps

For this model of feedback, you should have spent time thinking about the precise action step or steps you want to set based on the ECT's 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 your role, along with the ECT, to choose the highest-leverage action step/s to plan and practise in the later stages of the model. By 'high leverage' we mean the one to three 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 your role 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. You 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 in the following table:

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.

*“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**

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 your role 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 comes 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. You 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 success criteria ahead of the practice section. In the practice section the trainee would practise the plan and receive feedback from you before redoing the practice making the suggested changes.

# References

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