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Early career framework

YEAR 2 | MENTOR PROGRAMME GUIDE 2025

Early Career Framework – Year two

6 development cycles
(one per half term)

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

Optional

- ▶ Implementing research in your classroom
- ▶ An introduction to effective mentoring
- ▶ An introduction to becoming a careers leader
- ▶ Preparing for middle leadership

Time commitment

for ECTs

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

Time commitment

for mentors

- ▶ **Induction**
Full day
- ▶ **Mentor assessments**
Two assessments, 30 min each
- ▶ **Seminars**
One in term 2 and one in term 3 (1 hour each)
- ▶ **Mentoring meetings**
Fortnightly sessions
- ▶ **Optional demonstration**
1 hour per half term
- ▶ **Optional self-directed study**
30-45 min per half term

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Introduction

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

This programme guide will support you to understand the structure of year two and your roles and responsibilities within it. It contains:

- an overview of year two of the Teach First ECF programme
- an overview of the roles and responsibilities of the ECF induction tutor, ECT and mentor
- ECT training
- mentor roles and responsibilities
- how mentors can support ECTs
- how mentors will be supported
- appendices, including the weekly sequence of learning and support, the feedback model and a development cycle worked example



About the Early Career Framework

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

DfE funding

The ECF is fully funded by the DfE. Funding allows 5% off timetable for your ECT and provides release time for you so that you have sufficient time to support your ECT. This funding is dependent on your teacher engaging with the programme. In each term of year two, Teach First will collect engagement data for all programme members, which will be shared with the DfE and the ECF induction tutor in your school.



Teach First and the ECF

By engaging in the Teach First's ECF programme, you and your school will benefit from the following:

- **School-led approach:** Developed with schools, for schools.
- **Experience:** Over 20 years experience helping new teachers get better, faster – whether they trained with us or not.
- **Expertise:** Cutting edge, research-led training, rated 'Outstanding' by Ofsted in all areas .
- **Flexibility:** Online learning resources that fit around teachers' timetables.
- **Tailored:** Subject- and phase-specific support from our specialists, for teachers and their mentors.
- **Connections:** Get connected to our network of thousands of schools, teachers and leaders.
- **Wellbeing:** A module available for teachers and mentors to help manage their workload and wellbeing.



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

John Stanier, Assistant Head at Great Torrington School

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

Access to the My Wellbeing course

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

Both ECTs and mentors can engage with the course as much or as little as they wish.

It will support them to develop knowledge and understanding in the following areas:

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

ECF programme year one

During the first year of the programme, each ECT should have attended two seminars per half term delivered by a facilitator. The seminar sessions were aligned with the content in the online study materials. These sessions 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, practice, 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 session topics covered across the first year:

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

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 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 their mentor and will select specific modules and sessions from the year one self-directed study to revisit. This will strengthen their implementation of key strategies and help refine subtle and more complex aspects of practice.

ECTs access the year one self-directed study without the opportunity to discuss key concepts or strategies with others. Therefore, some material that was covered in the year one self-directed study will be revisited in seminars. 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.

Roles and responsibilities

Thank you for taking on the role of mentor for the ECF programme. We know that having a supportive mentor in school is often the key to success for great teachers, and we want to ensure that you have a clear understanding of how you can best support your ECT's development and your own. We have outlined the roles and responsibilities of ECF induction tutors, mentors and ECTs below to provide clarity on what your role will be so you can support your ECT to fulfil theirs.

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

In addition, all programme members have a responsibility to abide by the Teach First programme member code of conduct. This can be found in [Appendix D](#) and should be read through in full by you, your ECT and ECF induction tutor.

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.

Programme structure

ECT and mentor training

INDUCTION

At the beginning of the year, there will be inductions for you and your ECTs to complete. This will support you to understand the purpose and structure of year two, which is different to year one. The table below provides you with a high-level overview of what the inductions will consist of, but further detail can be found later in the programme guide under the sections on ECT training and mentor support.

ECT AND MENTOR INDUCTIONS		
ECT	Seminar	6 hours
Mentor	Seminar	3 hours
	Self-directed study	1 hour 30 min

IN-YEAR TRAINING

The training available in year two varies slightly to the training available in year one. The training and activities that you and your ECTs will engage with is outlined in the table below. The ECT training has been organised into a development cycle which will take place every half term. You can find out more about the development cycle in the section 'The ECT training programme' below.

HALF-TERMLY ACTIVITIES	
ECT	MENTOR
<ul style="list-style-type: none">• Three fortnightly interactions with their mentor (1 hour each)• Attend seminar (1 hour 30 min)• Arrange a demonstration (observation and/or discussion) (1 hour)• Complete retrieval quiz and revisit identified areas of self-directed study from year one (45 min)	<ul style="list-style-type: none">• Three fortnightly interactions with ECT (1 hour each)• If possible, attend the demonstration (observation and/or discussion) with ECT (1 hour)• Attend one seminar in term 2 and one in term 3 (1 hour each)• Optional: engage in self-directed study

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.
- The weeks in which your training could take place.

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

HALF TERM 1 - DEVELOPMENT CYCLE 1: DEVELOPING PUPILS' INTRINSIC MOTIVATION	
WEEK	ACTIVITY
TBC*	Mentor induction <ul style="list-style-type: none"> • Mentors attend a 3 hour session • Mentors complete 1 hour 30 min of self-directed study
	ECT induction <ul style="list-style-type: none"> • ECTs attend a 6 hour session
1	Retrieve – ECTs revisit areas of choice from the self-directed study from year one: <ul style="list-style-type: none"> • Module 1 – Session: Developing motivation through a supportive environment • Module 2 – Session: Considering how to introduce new knowledge to pupils • Module 2 – Session: Using worked and partially completed examples • Module 5 – Session: Further developing prior knowledge • Module 5 – Session: Providing additional scaffolds
1-2	Extend – ECT seminar Developing pupils' intrinsic motivation.
	Refocus – mentor interaction one Focus: Decide upon an area of development.
2-3	Demonstration – observation and/or discussion ECT observes and/or has a discussion with an expert colleague focused on their chosen area of development.
	Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.
3-5	Integration ECT incorporates new learning into their practice.
5 Or 6	Feedback – mentor interaction three Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.
1-7	Mentor training Mentors complete self-directed study.

* Your delivery partner will confirm your induction dates with you.

To support you at each stage of the development cycle, we have provided a '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 both ECT and mentor training will take place and how you can support your ECT at each stage. Under each weekly sequence of learning and support, we have provided a worked example. You can find these in the weekly development cycle guide.

ADAPTING THE DEVELOPMENT CYCLE FOCUS

Following the sequence and aligning development with the focus of the cycle (developing pupils' intrinsic motivation, for example) 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.

ECT training

INDUCTION

The first element of training will be the induction. This will support your ECT to understand the purpose and structure of year two as this varies from what they will have experienced in year one. The induction is a 6 hour session. A brief overview of the content has been outlined below:

- The purpose and structure of year two.
- Building on prior knowledge – understanding how the content is sequenced.
- Using Brightspace in year two and how this will differ to year one.
- A walk through of the development cycle.
- Developing as an inclusive practitioner.
- Ensuring their workload is sustainable.
- Roles and responsibilities.
- How your ECT can use networks to support their professional development.

IN-YEAR TRAINING

The aim of the second year is to secure and further develop 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 the cycle is outlined beneath that.

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

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

DEVELOPMENT CYCLE STRUCTURE PER HALF TERM

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

Retrieve

At the beginning of each cycle, the ECT will complete a retrieval quiz. This will support recall of key information and highlight any areas that may require further development. After completing this, the ECT can revisit areas of the self-directed study to refresh their knowledge on content that links to the focus of the development cycle. These are listed in this programme guide under 'Weekly development cycle guide' and are also outlined in the ECT programme 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. The seminars are all:

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

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.

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. Once they have agreed a development focus and action step, they will then need to arrange attendance at a demonstration (observation and/or discussion) by a colleague who demonstrates high-quality practice in the focus area.

You will support them with this and may choose to join your ECT in the demonstration.

Demonstration

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 or discussion so that some practices that may be hard to see in use in a lesson can be shared and explored through discussion and modelling.

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 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
- should also be attended by mentors if possible to support with the deconstruction mentor meeting

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.

Integration

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

Feedback

This meeting will be structured using instructional coaching and the 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 the ECT has planned during the integration stage would be reviewed during a discussion and feedback would be focused on this. If an ECT's area of development does lend itself more to a discussion, we recommend that a drop-in observation linked to that focus is still carried out where possible to enable you to review your ECT's practice once per half term.

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

Leadership series (optional)

Your ECT will have the opportunity to engage with some of the optional Leadership series. This series will be available on the Brightspace platform accessed via My Teach First. The series has been designed to support your ECT as they begin to consider progression in their role. You and your ECT can discuss whether they would like to engage in any of these and, if so, which aspect of the series would be most useful for them to complete to support their continued development.

The following table has a short synopsis of each session.

OPTIONAL SESSIONS	
TITLE	SYNOPSIS
Implementing research in your classroom	Engaging with research and implementing learning into the classroom is an important part of being an effective teacher and leader. This session will support you to find and select high-quality research evidence to inform your practice. It looks at the key considerations for implementing learnings from research, along with resources and practical advice to support you to engage and critique the evidence.
An introduction to effective mentoring	Effective mentoring can have a transformational impact on a novice teacher's practice. This session will develop your understanding of the foundations of effective mentoring and will introduce some strategies that can support novice and developing teachers.
An introduction to becoming a careers leader	All young people deserve to leave education knowing that they can access the wide range of opportunities that are available to them and succeed in their chosen path. Becoming a careers leader for your school means that you can help support pupils to make informed choices that will shape them and their future. This session will provide an overview of the crucial role of the careers leader in the delivery and implementation of an effective and inspiring careers guidance programme that will have whole-school impact. Much of the session looks at careers provision in secondary schools and colleges, but it also outlines the importance of careers-related learning for young children and how this can look in primary schools.
Preparing for middle leadership	This session will introduce the different roles and responsibilities of a middle leader and how you can progress your career. It will encourage you to consider your own strengths and areas for development, how to effectively lead others and how to support your own wellbeing and manage your workload as you take on additional responsibilities.

ECT role and responsibilities

ENGAGE WITH SELF-DIRECTED STUDY

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

ATTEND SEMINARS

ECTs will be expected to attend one seminar per half term. The ECF induction tutor has a role in ensuring the ECT attends these seminars but you can also support your ECT to attend.

ARRANGE DEMONSTRATIONS

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

ATTEND DEMONSTRATIONS

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

INFORM YOUR DELIVERY PARTNER IF THEY CAN'T ATTEND A SEMINAR

If an ECT is unable to attend a seminar on a specific day throughout the year, they should contact your delivery partner as soon as possible. Please ensure you remind your ECT to do this.

If there are concerns around your ECT's continuous lack of attendance, these will be shared with the ECF induction tutor.

Mentor interactions and support

There are three mentor interactions per half term that take place fortnightly. The first two interactions will be discussion based and the third will be structured using instructional coaching. To support discussions, question prompts for each meeting can be found in the [weekly development cycle guide](#) in the second half of this programme guide, where you can also find a worked example of the interactions for half term 1.

The information below gives further detail about each of the three mentor interactions:

INTERACTION 1: REFOCUS

You will discuss the content of the seminar and identify an area of development that will advance your ECT's subject and pedagogical knowledge. This should be tailored to your ECT's developmental needs and be the highest-leverage action. Once the area of development has been agreed, either you or your ECT should arrange the demonstration (observation and/or discussion) with a colleague who will be able to exemplify their expertise in this area.

INTERACTION 2: DECONSTRUCTION

You will meet with your ECT to deconstruct the demonstration and discuss how your ECT can integrate learnings into their own practice. It is strongly recommended that you attend the

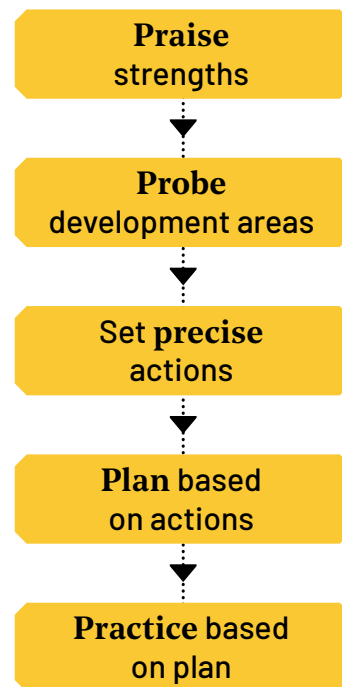
demonstration with your ECT to ensure that you can facilitate a meaningful and accurate deconstruction.

INTERACTION 3: FEEDBACK

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

INSTRUCTIONAL COACHING AND THE FEEDBACK MODEL

Throughout this programme you'll use a specific model of feedback, which aligns with the instructional coaching approach. High impact feedback not only identifies strengths and areas of development but also provides a space for teachers to plan and rehearse actions linked to these areas of development so that they can immediately alter their practice. Evidence suggests that instructional coaching has a higher impact on pupil outcomes when compared to other forms of professional development. It moves away from using traditional lesson observations which can be generic, often with targets which are too broad or can give the 'what' but not the 'how'. It focuses on feedback which is led and directed by the 'coach' (the mentor) through the identification of precise actions and the use of directive and specific probing questions. In year two, instructional coaching (following the structure of the feedback model) should be used to feedback following the drop-in observation in mentor interaction 3 and to help your ECT to practise a discreet skill or technique.



The following diagram outlines the feedback model you should follow to ensure you are using an instructional coaching approach. In [Appendix A](#) you can find an example script for each stage. You can use this to structure your feedback following an observation.

Timing: The duration of time spent on each stage will depend on the purpose of the feedback, but we would recommend the majority of time during your interaction is spent on the last two stages of the model.

If you haven't mentored an ECT on the Teach First ECF programme before, or you aren't familiar with the instructional coaching model that we use, we recommend that you access the recording of the training session from year one titled 'Session 3: The instructional coaching model' (go to the mentor induction sessions on the Brightspace platform, which you can access through My Teach First). There is also a detailed introduction to the feedback model and instructional coaching in the mentor programme guide (year one).

MENTOR SUPPORT

Year two induction

To support understanding of year two on the ECF programme, you should complete the mentor induction. It involves self-directed study (accessed via My Teach First on the Brightspace platform) and face-to-face seminar sessions (led by your delivery partner). It is expected that you engage with both elements of this training as key information will be shared to support you in role and help you understand the key differences between year one and year two. A brief overview of the content that will be covered has been outlined below:

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

Year two in-year training

We recognise that your role is crucial in supporting the successful development of the ECT. Therefore, we offer a number of professional development opportunities and resources to support you and you should be given time to engage with these. Your training in year two will consist of self-directed study and seminars to provide increased flexibility. Your training focus for each term is outlined in the table below:

YEAR TWO TRAINING - SEMINARS		
TERM	SEMINARS	SEMINAR OPTIONS
1	Induction (see above)	
2	Seminar 1 (1 hour)	Your delivery partner will choose 2 of the 5 below seminars: <ul style="list-style-type: none"> • Engaging your ECT with research • The adaptive teacher • A professionally acceptable workload • Developing an inclusive educator • Developing beyond the ECF
3	Seminar 2 (1 hour)	

YEAR TWO TRAINING - SELF-DIRECTED STUDY		
TERM	SELF-DIRECTED STUDY	OPTIONAL / MANDATORY
1	<ul style="list-style-type: none"> • Induction (see above) • Mentor assessment (30 min) 	Mandatory
1-3	<ul style="list-style-type: none"> • Building research literacy • Metacognition and self-regulation in teaching • Finding balance in your workload • Understanding equality, diversity and inclusion (30 min each) 	Optional
3	Mentor assessment (30 min)	Mandatory

In term 2 and term 3, you'll attend a seminar scheduled and led by a delivery partner facilitator. During the seminars, you'll have the opportunity to meet other mentors, discuss aspects of the programme and further develop your mentoring expertise. To support workload, you will be able to access and complete the optional self-directed study at your own pace. Optional research and reading will also be provided for you to engage with if you wish to.

MY WELLBEING

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

The course is made up of five sessions, all of which are optional. As the knowledge and content shared in the first two sessions are essential for understanding and managing wellbeing, we recommend you cover these two sessions first.

- **Session 1: The emotional regulation systems**
- **Session 2: Prioritising recovery**
- **Session 3: Values** *What are your genuine personal values? How do these guide your life?*
- **Session 4: Internal narratives** *Do you have a harsh internal narrator that tells you you're useless? How can you develop a more self-compassionate narrator?*
- **Session 5: Positive psychology interventions** *How can you increase the positivity experienced by you and your team or pupils?*

Weekly module content overview videos

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

Mentor role and responsibilities

For a novice teacher, it can be difficult to identify and articulate what makes a teacher's practice effective. Your expertise can help to make this explicit. By examining your own practice, narrating your thinking process, modelling teaching strategies, and identifying highest-leverage actions for your ECT, you can make a vital difference to their development. To support you in role, we have outlined your roles and responsibilities below.

MONITOR ECT ENGAGEMENT WITH THE RETRIEVAL QUIZZES

Encourage your ECT to complete the retrieval quiz on Brightspace at the beginning of each development cycle. This will ensure they consolidate key knowledge and identify any gaps in their understanding that may be present.

ARRANGE INTERACTIONS

Arrange fortnightly meetings with your ECT. Mentor interaction 1 (refocus) and mentor interaction 2 (deconstruction) will be discussion-based (using the discussion prompts in the 'Weekly development cycle guide' if needed) and interaction 3 (feedback) will use instructional coaching and be structured using the feedback model.

SELECT THE HIGHEST-LEVERAGE AREA OF DEVELOPMENT FOR YOUR ECT

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

DEMONSTRATION (OBSERVATION/DISCUSSION)

The ECT will observe or have a discussion with an expert colleague focused on their identified area of development. Alongside your ECT, you'll need to select an appropriate expert colleague and arrange the demonstration. So that sufficient time is allocated, you may need to liaise with the ECF induction tutor to ensure that the timetable allows for this to take place. Where possible, you should attend the demonstration alongside your ECT.

COMPLETE THE MENTOR ASSESSMENT

At the beginning and end of year two, you'll complete the mentor assessment.

ATTEND SEMINARS

You should attend induction seminars in term 1, one seminar in term 2 and one seminar in term 3. The seminars will be delivered in small groups. They will provide you with an opportunity to engage in professional development, share best practice, problem solve and discuss the progress of your ECT.

If you cannot attend the allocated seminar due to extenuating circumstances, you should inform your delivery partner.

ECF induction tutor role and responsibilities

The ECF induction tutor is responsible for ensuring that ECTs and mentors engage positively with the programme. Their responsibilities are detailed below.

ENSURE THE ECF PROGRAMME COMPLEMENTS STATUTORY INDUCTION

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

PROFESSIONAL PROGRESS REVIEWS

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

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

FORMAL ASSESSMENTS

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

- These should be carried out by the headteacher/principal or the ECF induction tutor. Mentors should not carry out formal assessments unless they are also acting as the ECF induction tutor.
- One formal assessment should take place in the final term of year one and year two.
- There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme.
- Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- ECTs should be kept up to date on their progress.
- Formal assessment reports should be completed for both formal assessments.
- The final assessment meeting will take place at the end of the induction period and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.

- Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the ECF induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within ten working days of the final assessment meeting.

The weeks in which both the professional progress reviews and the formal assessments could take place have been indicated on the weekly development cycle guide. For more information on how the ECF training supports induction, please see [Appendix B](#).

ENSURE TIMETABLE ENABLES ENGAGEMENT

The ECF induction tutor has responsibility for ensuring that you and your ECT have the appropriate timetables to effectively engage with the programme. You may need to liaise with the ECF induction tutor in your school to ensure that you and your ECT have time to complete the following:

ECT:

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

Mentor:

- Engage in one to two hours of training per term.
- Meet with the ECT fortnightly.
- Where possible, attend the demonstration with their ECT.

HOW WILL ECF INDUCTION TUTORS SUPPORT YOU AND YOUR ECT?

Your ECT is entitled to access a programme of development. Engagement with our ECF programme is measured through interaction with the content and attendance at seminars. It is the responsibility of the school to monitor engagement and support you and your ECT to utilise the support provided in the best way possible. It is expected that you and your ECT complete self-directed study and attend seminars. A report will be generated to detail engagement, and this will be shared with your ECF induction tutor at the end of each module. Your delivery partner will escalate any concerns with engagement to the ECF induction tutor. At any point across the year, you can review your ECT's completion of retrieval quizzes via the Brightspace platform, which is accessed through My Teach First. You can remind yourself how to do this by returning to the induction modules in year one.

QUALITY ASSURING THE PROGRAMME

The ECF induction tutor will carry out quality assurance activities across the year. These could include observation of the interactions between you and your ECT and joint lesson observations of the ECT. The ECF induction tutor will also review the attendance and engagement data supplied by your delivery partner, which will detail both your ECT's and your progress through the self-directed study and your attendance at seminars. Teach First will also conduct some quality assurance of ECT and mentor seminars.

The ECF induction tutor will also be provided with their own Brightspace account. Through this they will be able to access the content created for you and your ECT as well as track and monitor engagement. If there are concerns around a lack of interaction with these resources, you and the ECF induction tutor should discuss this with your ECT.

Weekly development cycle guide

To support you at each stage of the development cycle, we have provided a '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 both ECT and mentor training will take place and how you can support your ECT at each stage. We have provided one 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.

HALF TERM 1 – DEVELOPMENT CYCLE 1: DEVELOPING PUPILS' INTRINSIC MOTIVATION	
WEEK	ACTIVITY
TBC*	Mentor induction <ul style="list-style-type: none"> Mentors complete 1 hour 30 min of self-directed study Mentors attend 3 hour seminar
	ECT induction <ul style="list-style-type: none"> ECTs attend 6 hour session
1	Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one: <ul style="list-style-type: none"> Module 1 – Session: Developing motivation through a supportive environment Module 2 – Session: Considering how to introduce new knowledge to pupils Module 2 – Session: Using worked and partially completed examples Module 5 – Session: Further developing prior knowledge Module 5 – Session: Providing additional scaffolds
1-2	Extend – ECT seminar Developing pupils' intrinsic motivation.
	Refocus – mentor interaction 1 Focus: Decide upon an area of development. 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. 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.

* Your delivery partner will confirm your induction dates with you.

1-2	<p>Discussion prompts:</p> <ul style="list-style-type: none"> • What is the difference between intrinsic and extrinsic motivation? • Which of your pupils exhibits intrinsic motivation? How can you tell? • What impacts on your pupils' motivations? • How does motivation change depending on the topic you are teaching? (prompt further for answers around flexible grouping) • What have you done so far to address motivation issues in pupils? (prompt further for answers around responsive teaching) • How do you show pupils what success looks like in a given task? • What were the motivational strategies that were outlined in the seminar? • Which strategies do you think would have an impact on the pupils you teach? • Let's agree now on a focus for this development cycle.
2-3	<p>Demonstration – observation and/or discussion</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.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
	<p>Deconstruction - mentor interaction 2</p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use 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>Discussion prompts:</p> <ul style="list-style-type: none"> • Share your thoughts: how has the demonstration shown you how you could encourage pupils to be more intrinsically motivated? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both the seminar and demonstration, what will you now integrate into your own practice?
3-5	<p>Integration</p> <p>ECT incorporates new learning into their practice.</p>
5 or 6	<p>Feedback – mentor interaction 3</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 style="text-align: center;"> <pre> graph LR A[Praise strengths] --> B[Probe development areas] B --> C[Set precise actions] C --> D[Plan based on actions] D --> E[Practice based on plan] </pre> </div> <p>Asking precise and direct questions when probing will help you and your ECT to set precise actions.</p>
1-6	<p>Mentor training</p> <p>Mentors complete self-directed study.</p>

A worked example of half term 1

WEEK	ACTIVITY
1-2	<p>Retrieve</p> <p>Self-directed study(45 mins): Retrieve specific Year 1 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>Extend</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>Refocus</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 design explanations and tasks that build on one another to gradually increase her pupils' competence and autonomy.</p> <p>Ava knows that the next step is to arrange a demonstration (either an observation or discussion) with an expert colleague. She arranges to observe Raheim in week 3, alongside her mentor, because her mentor has identified him as an expert practitioner in this area. Ahead of the meeting, Ava and her mentor provide Raheim with information on what Ava is looking to observe.</p>
3-4	<p>Demonstration</p> <p>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>Deconstruction</p> <p>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"> • Identity key knowledge that is necessary for pupil mastery of a core concept and sequence this into key teaching points and small teaching steps. • Script her explanations and questions for each teaching step. • Design appropriate tasks within the small teaching steps that allow pupils to demonstrate their success.

3-5	<p>Integration</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>Feedback</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: Helping pupils master important concepts, knowledge and skills -part 1.</p>

HALF TERM 2 – DEVELOPMENT CYCLE 2: SUPPORTING PUPILS TO DEVELOP SUBJECT-SPECIFIC SKILLS

WEEK	ACTIVITY
1-6	<p>Mentor training</p> <p>Mentors can complete their optional self-directed study.</p>
1	<p>Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> • Module 2 – Session: Considering how to introduce new knowledge to pupils • Module 3 – Session: Explanations and modelling • Module 6 – Session: Identifying concepts, knowledge and skills • Module 6 – Session: Sequencing teaching and learning • Module 6 – Session: Helping pupils to master important concepts, knowledge and skills
1-2	<p>Extend – ECT seminar</p> <p>Supporting pupils to develop subject-specific skills within their subject/phase.</p> <p>Refocus – mentor interaction 1</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, 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>Discussion prompts:</p> <ul style="list-style-type: none"> • How have you considered the prior knowledge pupils have? • How have you sequenced your scheme of work to build on pupils' prior knowledge? • Have you identified the key skills in your subject? • Have you identified the foundational knowledge pupils will need to have and the vocabulary they will need to know? • What specialised knowledge will pupils need to have? • What instructional procedures/strategies will you implement to develop key skills? • How will you explicitly teach the key skills across the curriculum? • How will the instructional procedures/strategies differ across the phase and/or year as learners develop expertise? • How will you use pupils' existing knowledge to build increasingly complex mental models? • How have you identified the concepts, knowledge and skills needed? • Have you built in time for retrieval and spaced learning? What does this look like? • How are you using assessment (formative and summative) to inform the teaching and learning of concepts, knowledge and skills? • How are you using the information gained from formative and summative assessment to guide planning and adapt the 'route'? • How do you anticipate and plan for misconceptions? • How do you address and respond to misconceptions? • What do you want to get from the upcoming seminar 'Supporting pupils to develop key skills in your subject area'? • Let's agree now on a focus for this development cycle.

2-3	<p>Demonstration – observation and/or discussion</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.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
	<p>Deconstruction – mentor interaction 2</p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use 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>Discussion prompts:</p> <ul style="list-style-type: none"> • Share your thoughts: how has the demonstration shown you how to develop specific skills in your subject/phase? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both the seminar and demonstration. What will you now integrate into your own practice?
3-5	<p>Integration</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).

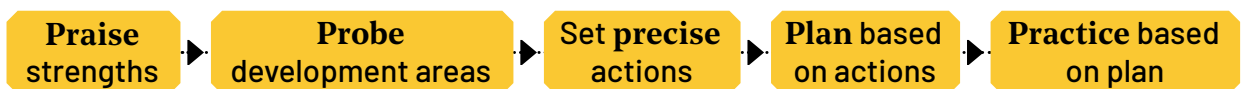
We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice 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.

HALF TERM 3 – DEVELOPMENT CYCLE 3: USING MEANINGFUL AND MEMORABLE EXPLANATIONS

WEEK	ACTIVITY
1-6	<p>Mentor training</p> <p>Mentors attend their seminar in half term 3 or half term 4 (this will be confirmed by your Delivery Partner) and can complete their optional self-directed study.</p>
1	<p>Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> • Module 2 – Session: The working and long-term memory • Module 2 – Session: Considering how to introduce new knowledge to pupils • Module 3 – Session: Explanations and modelling
1-2	<p>Extend – ECT seminar</p> <p>Using meaningful and memorable explanations.</p> <p>Refocus – mentor interaction 1</p> <p>Focus: Decide upon an area of development.</p> <p>Stimulus (retrieval quiz, self-directed study and seminar)</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 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>Discussion prompts:</p> <ul style="list-style-type: none"> • What abstract concepts did you identify in the seminar? • Why is it important to make abstract concepts concrete? • How have you made the abstract concrete in your lessons? • What strategies did the seminar identify that could help make concepts meaningful and memorable? • How do you currently model concepts to your pupils? • How do you identify pupils’ prior knowledge and build on this in your models? • Which strategies do you think would have an impact on the pupils you teach? • Let’s agree now on a focus for this development cycle.

<p>2-3</p>	<p>Demonstration – observation and/or discussion</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 how and why they selected the models used in the lesson.</p>
<p>2-3</p>	<p>We recommend the following:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. <p>Deconstruction – mentor interaction 2</p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use 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>Discussion prompts:</p> <ul style="list-style-type: none"> • Share your thoughts: how has the demonstration shown you how to use meaningful and memorable explanations? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from the seminar and demonstration, what will you now integrate into your own practice?
<p>3-5</p>	<p>Integration</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).

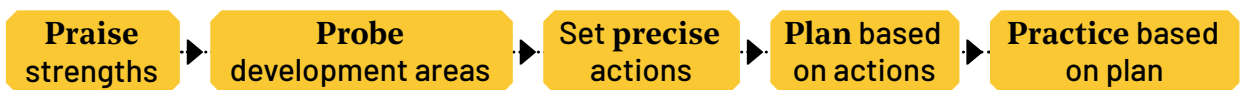
We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice 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.

HALF TERM 4 – DEVELOPMENT CYCLE 4: ANTICIPATING AND ADDRESSING COMMON MISCONCEPTIONS

WEEK	ACTIVITY
1-6	<p>Mentor training</p> <p>Mentors attend their seminar in half term 3 or half term 4 (this will be confirmed by your Delivery Partner) and can complete their optional self-directed study.</p>
1	<p>Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> • Module 4 – Session: Planning for effective assessment • Module 4 – Session: Monitoring misconceptions • Module 6 – Session: Helping pupils master important concepts, knowledge and skills
1-2	<p>Extend – ECT seminar</p> <p>Anticipating and addressing common misconceptions.</p> <p>Refocus – mentor interaction 1</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, 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>Discussion prompts:</p> <ul style="list-style-type: none"> • What were the common misconceptions that were identified in the seminar? • Why do you think these common misconceptions occur? • What foundational knowledge would pupils need to have securely in place to help protect against developing a misconception? • How can developing metacognitive strategies, such as how to evaluate learning, help when addressing misconceptions? • How have you anticipated a misconception with your current class? • How have you monitored work to assess whether misconceptions are forming? • Which strategies from the seminar do you think would have an impact on the pupils you teach? • What would you like to see more exemplification of in the demonstration? • Let's agree now on a focus for this development cycle.
2-3	<p>Demonstration – observation/discussion</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.</p>

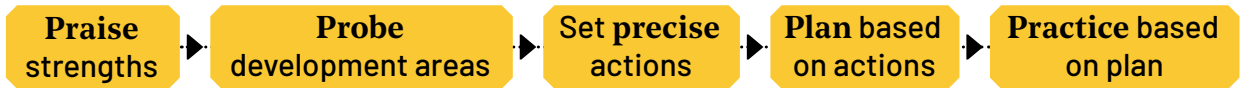
	<p>We recommend the following:</p> <ul style="list-style-type: none"> • Where the main part of the demonstration is an observation, there should also be time for the ECT to have a discussion with the expert to enable them to ask any questions about the practice or how it was incorporated. • If a discussion 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. • 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.
<p>2-3</p>	<p>Deconstruction – mentor interaction 2</p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use 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>Discussion prompts:</p> <ul style="list-style-type: none"> • Share your thoughts: how has the demonstration shown you how you could anticipate and address common misconceptions? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both the seminar and demonstration, what will you now integrate into your own practice?
<p>3-5</p>	<p>Integration</p> <p>ECT incorporates new learning into their practice.</p> <p>Suggested professional progress review.</p>
<p>5 or 6</p>	<p>Feedback – mentor interaction 3</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.

HALF TERM 5 – DEVELOPMENT CYCLE 5: USING STRUCTURED TALK TO DEVELOP PUPILS’ LITERACY SKILLS

WEEK	ACTIVITY
1-6	<p>Mentor training</p> <p>Mentors attend their seminar in half term 5 or half term 6 (this will be confirmed by your Delivery Partner) and can complete their optional self-directed study.</p>
1	<p>Retrieve – 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"> • Module 3 - Stretch: Supporting the development of ‘Accountable Talk’ in the classroom • Module 5 - Session: Developing high-quality oral language • Module 5 - Session: Developing reading and writing • Module 5 - Stretch: Developing structured talk and writing
1-2	<p>Extend – ECT seminar</p> <p>Using structured talk to develop pupils’ literacy skills.</p> <p>Refocus - mentor interaction 1</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, 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>Discussion prompts:</p> <ul style="list-style-type: none"> • What is disciplinary literacy and why is it so important? • What strategies did the seminar give you for developing pupils’ writing and comprehension skills? • How have you been developing these skills so far in your practice? • Which strategies do you think would have an impact on the pupils you teach? • What would you like to see more exemplification of in the demonstration? • Let’s agree now on a focus for this development cycle.
2-3	<p>Demonstration – observation/discussion</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 why they selected the information sources that were used.</p>

<p>2-3</p>	<p>We recommend the following:</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
	<p>Deconstruction - mentor interaction 2</p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use 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>Discussion prompts:</p> <ul style="list-style-type: none"> • Share your thoughts: how has the demonstration shown you how to develop structured talk in your subject/phase? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both the seminar and demonstration. What will you now integrate into your own practice?
<p>3-5</p>	<p>Integration</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).

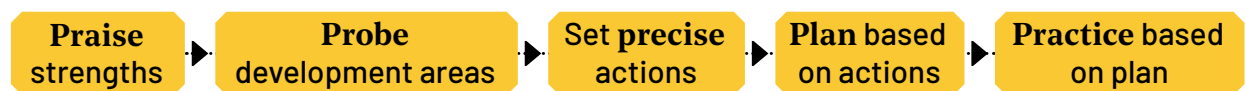
We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if the identified area for development is to plan in opportunities for retrieval practice 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.

HALF TERM 6 – DEVELOPMENT CYCLE 6: DEVELOPING A COHERENT CURRICULUM

WEEK	ACTIVITY
1-6	<p>Mentor training</p> <p>Mentors attend their seminar in half term 5 or half term 6 (this will be confirmed by your Delivery Partner) and complete the mentor assessment.</p>
1	<p>Retrieve– complete the retrieval quiz and revisit areas of choice from the self-directed study from year one:</p> <ul style="list-style-type: none"> • Module 6 – Session: Identifying concepts knowledge and skills • Module 6 – Session: Sequencing teaching and learning • Module 6 – Session: Helping pupils to master important concepts, knowledge and skills
1-2	<p>Extend – ECT seminar</p> <p>Developing a coherent curriculum.</p> <p>Refocus – mentor interaction 1</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, 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>Discussion prompts:</p> <ul style="list-style-type: none"> • What did you need to consider when sequencing learning in your scheme of work? • How does your scheme of work fit into the broader curriculum? I.e., do you know what the ‘roadmap’ looks like? • How will formative and summative assessment inform your ‘roadmap’ and how have you planned for changes in the ‘route’? • Have you planned in when the topic/big ideas will be revisited? • What foundational knowledge and vocabulary will pupils need to master new concepts? How will you build on existing knowledge? • How will you build on existing knowledge to help pupils build increasingly complex mental models? • How have you balanced exposition, repetition, practice of critical skills and knowledge over the course of your scheme? • 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)? • How will the instructional procedures/strategies differ across the phase/year as learners develop expertise? • How are you supporting pupils to think critically? • How will you help pupils to transfer knowledge e.g. between subject disciplines or in a new or unfamiliar context? • How have you utilised support from colleagues to develop your scheme of work? • What do you want to focus on observing in the demonstration on ‘Developing a coherent curriculum’? • Let’s agree now on a focus for this development cycle.

<p>2-3</p>	<p>Demonstration – observation and/or discussion</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.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
	<p>Deconstruction – mentor interaction 2</p> <p>Focus: Deconstructing the approach from the demonstration.</p> <p>Use 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>Discussion prompts:</p> <ul style="list-style-type: none"> • Share your thoughts: how has the demonstration shown you how to incorporate spaced learning skills in your scheme of work? • What were the strengths of the demonstration? • What further questions would you have for the teacher? • How can your learning from this demonstration feed into your own practice? • Reflect on your learning from both the seminar and demonstration. What will you now integrate into your own practice?
<p>3-5</p>	<p>Integration</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.

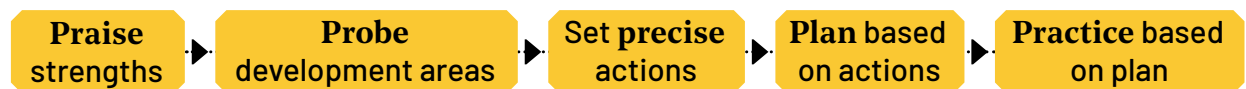
The focus of the observation or discussion will be the identified area for development (action step).

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: Feedback model

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

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

Appendix B: The ECF and Teachers' Standards

Whilst the ECF is presented around the Teachers' Standards, ECTs should not be assessed against the ECF itself. As a reminder: ECF-based training is separate from the formal assessment of an ECT's performance against the Teachers' Standards.

ECTs must not be assessed:

- against the knowledge, skills and working habits described in the ECF
- on the activities or assignments from their ECF-based training

ECTs can use documentation from ECF-based training to help prove they have met the Teachers' Standards, but they:

- cannot fail any part of their ECF-based training
- do not need to fully complete their ECF-based training to pass induction

(DfE, 2022)

If ECTs wish to use documentation from their ECF training to support in proving they have met the teachers' standard, the below table can be used as a guide to which modules relate to which Teachers' Standards. Please note this is not an exhaustive list as they are woven throughout the training, the below identifies the key areas only.

High Expectations (Standard 1 – Set high expectations)

- Year 1 Module 1: How can you create an effective learning environment?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

How Pupils Learn (Standard 2 – Promote good progress)

- Year 1 Module 2: How do pupils learn?
- Year 2 Development Cycle 3: Using meaningful and memorable explanations
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions

Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

- Year 1 Module 6: How can you design a coherent curriculum?
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions
- Year 2 Development Cycle 5: Using structured talk to develop pupils' literacy
- Year 2 Development Cycle 6: Developing a coherent curriculum

Classroom Practice (Standard 4 – Plan and teach well-structured lessons)

- Year 1 Module 3: What makes classroom practice effective?
- Year 2 Development Cycle 2: Supporting pupils to develop subject-specific skills
- Year 2 Development Cycle 3: Using meaningful and memorable explanations
- Year 2 Development Cycle 5: Using structured talk to develop pupils' literacy

Adaptive Teaching (Standard 5 – Adapt teaching)

- Year 1 Module 5: How can you support all pupils to succeed?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

Assessment (Standard 6 – Make accurate and productive use of assessment)

- Year 1 Module 4: How can you use assessment and feedback to greatest effect?
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions

Managing Behaviour (Standard 7 – Manage behaviour effectively)

- Year 1 Module 1: How can you create an effective learning environment?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

- Year 1 Module 5: How can you support all pupils to succeed?

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.

Appendix D: Code of Conduct

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

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

GENERAL CONDUCT

Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.

- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions, if online.

UNDERSTANDING

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

OPENNESS

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

PROFESSIONALISM

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

ONLINE ENGAGEMENT

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

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

SOCIAL MEDIA

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

REPORTING UNACCEPTABLE BEHAVIOUR

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

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

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

CHILD SAFEGUARDING CONCERNS

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

References

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