



21ST JUNE, 4.00-5.30PM

ITT TO EARLY CAREER TEACHER

ONLINE EVENT





Saffron, Chafford Hundred and Alpha Teaching School Hubs

Welcome to the ITT into ECT Event 21st June

Recording notice



Our Hub Area

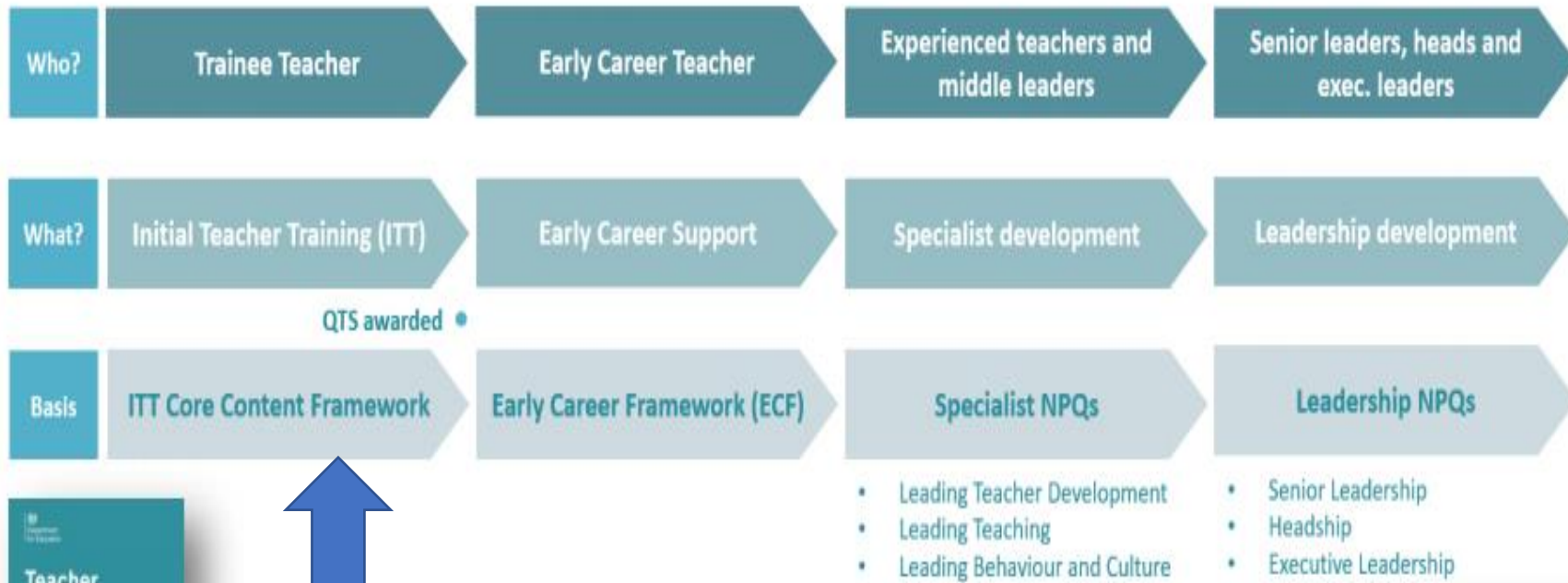
Babergh, Basildon, Braintree, Brentwood, Castle Point, Chelmsford, Colchester, Epping Forest, Harlow, Ipswich, Maldon, Rochford, Southend-on-Sea, Tendring, Thurrock and Uttlesford



-
- What are Teaching School Hubs?
 - How can Teaching School Hubs in your area support you in your next steps as an ECT and beyond?

Teaching School Hubs: teacher development

Building a world class system of Teacher Development: the DfE context



Why teaching is such a great profession.

- Where you are always challenged and constantly developed.
- Where you are supported to improve by experienced teachers?
- Where every day is different.





► Introduction

The NQT/ECT year as was is changing – it's becoming **two** years.

Why?

- Surveys show that some teachers leave the profession after in their Early Career Year and this is what we all want to avoid.
- The learning curve is steepest during the early years of teaching so the plan is to provide improved support for **Early Career Teachers (ECTs)**.
- The DfE references the training that is undertaken in other 'esteemed professions' (e.g. medicine and law) and the support that those seeking a career in those areas receive in order to become a professional.

“The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development. Our vision is for the ECF to build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.” *



► National Roll-Out

Reforms to the ECF will roll out nationally from September 2021.

**Changes to
statutory
induction
arrangements
from September
2021**

ECTs will undertake 2 years of extended support and training, supported by the Appropriate Body and HT.

ECTs in their second year of teaching will be entitled to 5% of time away from the classroom.

ECTs who have started but not completed induction on 1 September 2021 will have until September 2023 to complete a one-year induction period. After this point, these teachers will still be able to complete induction, but will need to complete a full 2-year period.

**Qualified
Teacher Status
(QTS) will
continue to be
awarded:**

at the end of Initial Teacher Training

before the start of statutory induction



► Delivery of the ECF

All early career teachers will access a programme of training based on the Early Career Framework. Every Head Teacher and Appropriate Body providing statutory induction will need to ensure they meet these new requirements.

There will be 3 approaches available to enable the delivery of an Early Career Framework-based induction. The approaches are:

1. **Full Induction Programme**- a **funded** provider-led programme offering high-quality training for early career teachers and their mentors alongside the professional development materials. **Support from Teaching School Hubs here.**
2. **Core Induction Programme** - schools drawing on the content of the [high-quality professional development materials](#) to deliver their own early career teacher and mentor support
3. **Do it Yourself Induction Programme**- schools designing and delivering their own Early Career Framework-based induction programme, based on the [Early Career Framework](#)

Note: approaches 2 and 3 are validated by the Appropriate Body

► What will the fully funded ECF look like?

There are 5 key elements to the ECF:

- 1 2 years of new, funded, high quality training for ECTs and mentors
- 2 freely available [high quality development materials](#) based on the early career framework
- 3 additional funding for 5% time away from the classroom for teachers in their second year
- 4 a dedicated mentor and support for these mentors
- 5 funding to cover mentors' time with the mentee in the second year of teaching



What does this look like for an ECTs in their first year of teaching- Leanne is going to tell us...



► The Role of the Appropriate Body

The appropriate body will continue to play an important role in Early Career Teachers' inductions.

Appropriate Body Roles:

- compliance checks to ensure statutory induction entitlements of early career teachers are met
- assessment verification based on individual headteachers' recommendations
- ensure that all Early Career Teachers have access to an ECF-based induction
- Separate to the ECF provision.

Appropriate Body Status will be held by:

- Teaching School Hubs
- Local Authorities

► Mentoring

All early career teachers will be entitled to a dedicated mentor, who will share their expertise. Mentors will be trained and have access to resources developed by the ECF providers.

Mentors will receive:

- Funded training over the two-year induction period of the ECF;
- support through high-quality resources;
- funded release time to work with the early career teacher during their second year of teaching.

Schools are building mentor capacity as we speak to accommodate the extra mentoring needed in schools for ECT year 1 and 2.

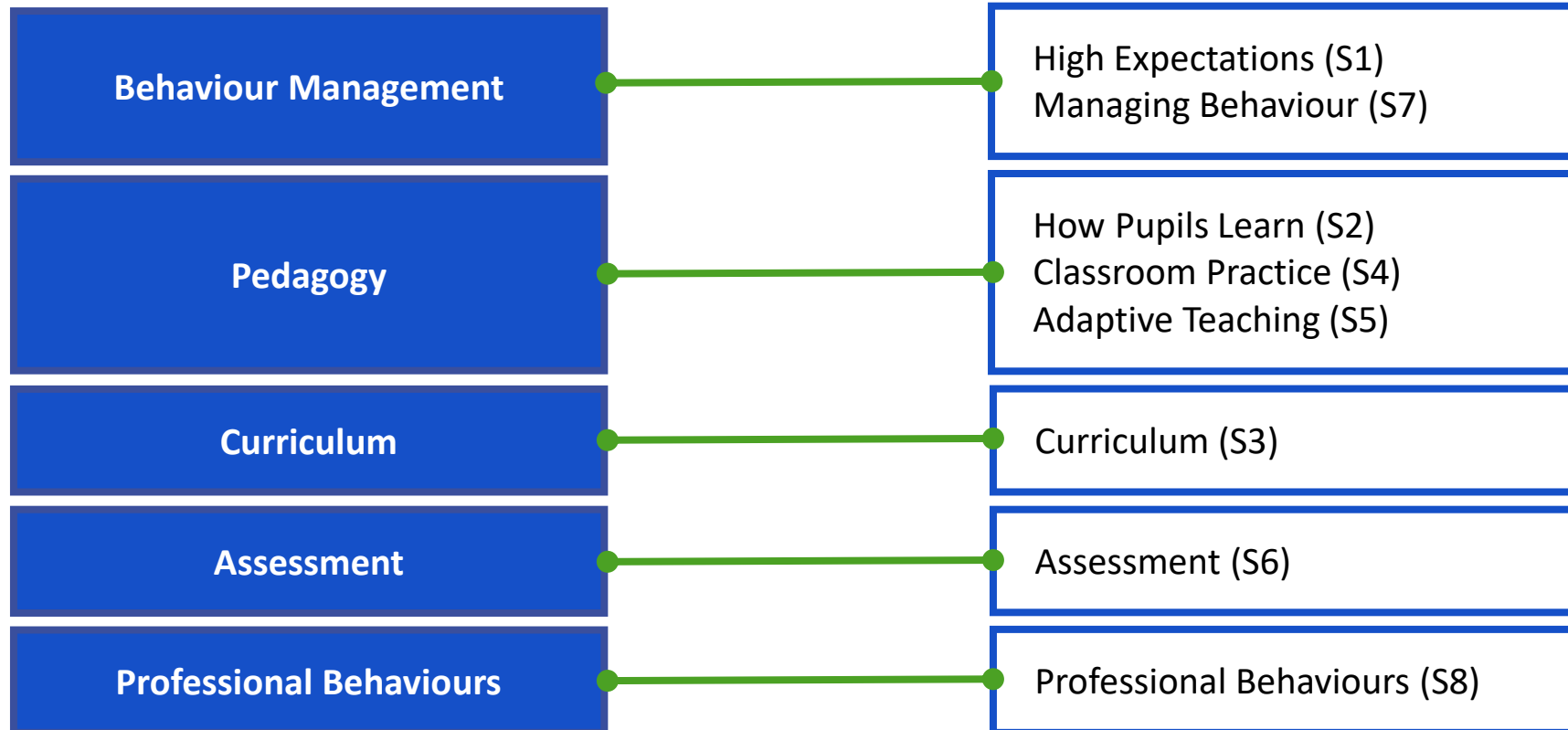


Action:

Training for your mentors on the ECF is happening this term- so they are ready to support you.

► The Five Core Areas of the ECF

The ECF has been designed to support Early Career Teacher development in five core areas. These relate to the Teachers' Standards, but are not exactly the same. (Note the link with the CCF)



The ECF should not be used as an assessment framework, and assessment should only be made against the Teachers' Standards.

► ‘Learn that...’ and ‘Learn how to...’

Each learning section is split into two in the ECF. (Links carefully to Core Content Framework CCF)

The first part is labelled ‘Learn that...’ and asks that teachers new to the profession expand their knowledge and experience of each area.

The second part is labelled ‘Learn how to...’ and details tasks that are designed to be more actionable.

An example is shown on the next slide.

‘Learn that...’ statements are informed by the best available educational research, with references and further reading provided.

‘Learn how to...’ statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

High Expectations (Standard 1 – Set high expectations)

Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> • <i>Using intentional and consistent language that promotes challenge and aspiration.</i> • <i>Setting tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i> • <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i> • <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes).</i> <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> • <i>Creating a culture of respect and trust in the classroom that supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</i> • <i>Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).</i> • <i>Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.</i> • <i>Acknowledging and praising pupil effort and emphasising progress being made.</i>

► To note:

- ✓ The ECF is the core entitlement for any year 1 and 2 early career teachers
- ✓ The Chartered College of Teaching - Your professional body has lots of useful information to support you in engaging in the ECF- regardless of the route your employing school takes. <https://earlycareer.chartered.college/>
- ✓ EEF Research Schools Network can support with evidence based reports <https://researchschool.org.uk/>
- ✓ Limitations that are being addressed is subject specific resources/support.
- ✓ Link [HERE](#) to information on the ECF
- ✓ Link [HERE](#) to materials to support your development against the ECF.
- ✓ These are designed for Early Career Teachers and therefore pitched appropriately and easily navigable.

The lead providers for national roll-out (Option 1) are:

- Ambition Institute
- Best Practice Network
- Capita with lead academic partner the University of Birmingham
- Education Development Trust
- Teach First
- UCL Institute of Education



How can the EEF
Research Schools
Network support my
on-going development
as a teacher?
Siobhan Keddie



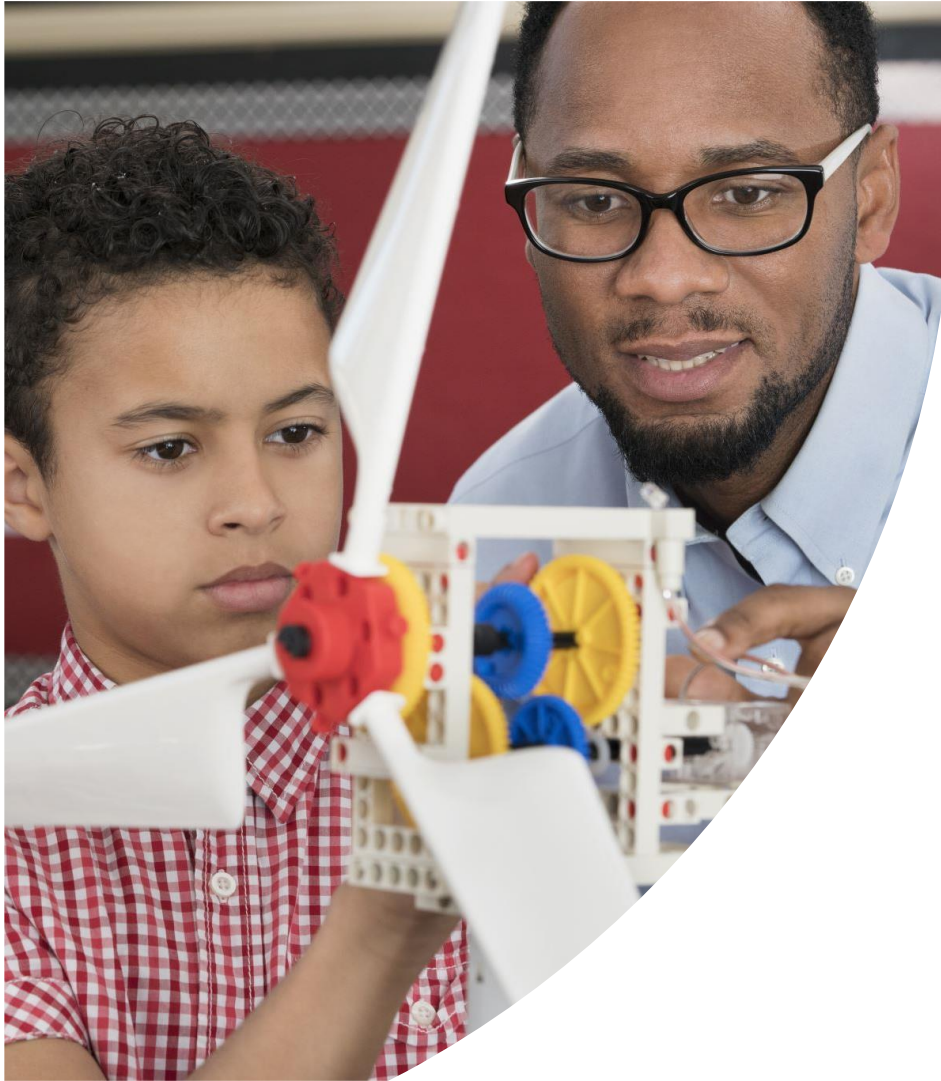


How can The
Chartered College of
Teaching support my
on-going development
as a teacher?

Sam Twiselton and Cat
Scutt

The Chartered College
of Teaching





Early Career Teacher Support and Development...

Why it Matters

s.twiselton@shu.ac.uk

The teacher development journey



What kind of teacher are/were you? How do you decide what to do? On a good day? On a bad day? On a 'different' day?



Decisions - moment by moment in the classroom



Three types of teacher - or three points on a sliding scale:

**Task
Manager**

Really I was just concentrating on getting it done.

Classrooms should look busy and orderly. Children should complete their tasks. Teachers should be in control.

**Curriculum
Deliverer**

It was in the scheme – that's the main reason

Learning is dictated by someone else. It is hard to give a reason why the learning is important beyond this.

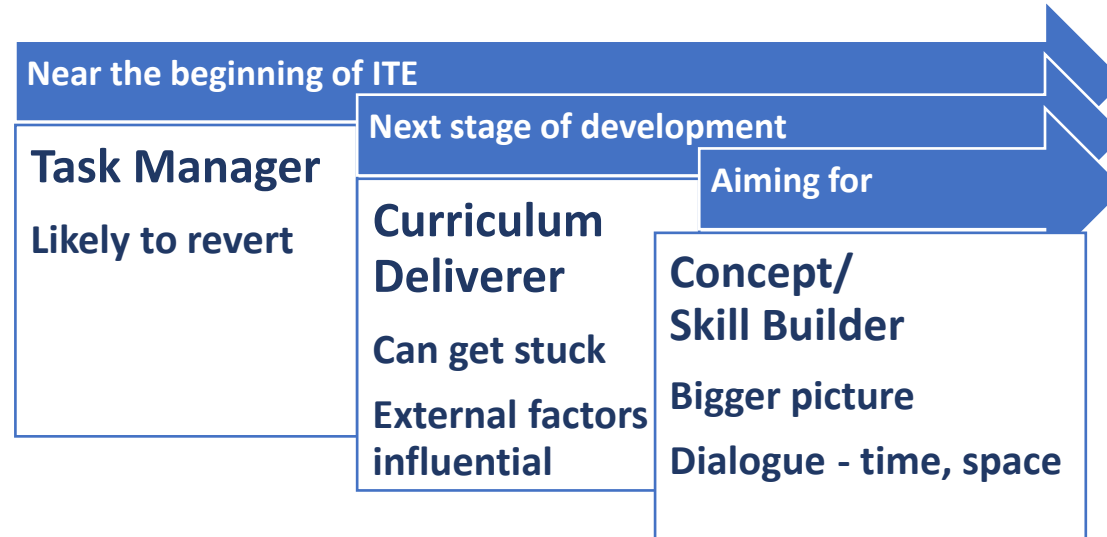
**Concept/skill
Builder**

I wanted to show them in different ways - help them see what it was all about.

The subject and why it matters - concepts and skills are key - transferable and transformative learning

The role of the mentor in deconstructing this is crucial

A developmental continuum?



A continuum or a cycle?

A vicious circle?

A trap to try and avoid?

Messier than all of the above!

Different needs at different times:

Barriers



Windows



- Classroom organisation
- Behaviour management
- Curriculum coverage

- Bigger picture – why am I here and what am I trying to achieve?

**Time and Space
- MENTORING**

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'It will have a long-lasting impact' – Damian Hinds reflects on his new strategy

Freddie Whittaker

PH by Feb 2019, 5.00




Following the most important announcement of Damian Hinds's political career to date, *Schools Week* accompanied the education secretary on a school visit in Kent to hear more about his lauded recruitment and retention strategy.

Damian Hinds: We'll transform support for new teachers

The education secretary outlines his new recruitment and retention strategy, which focuses on teacher training


Damian Hinds
28th January 2019 at 12:30pm



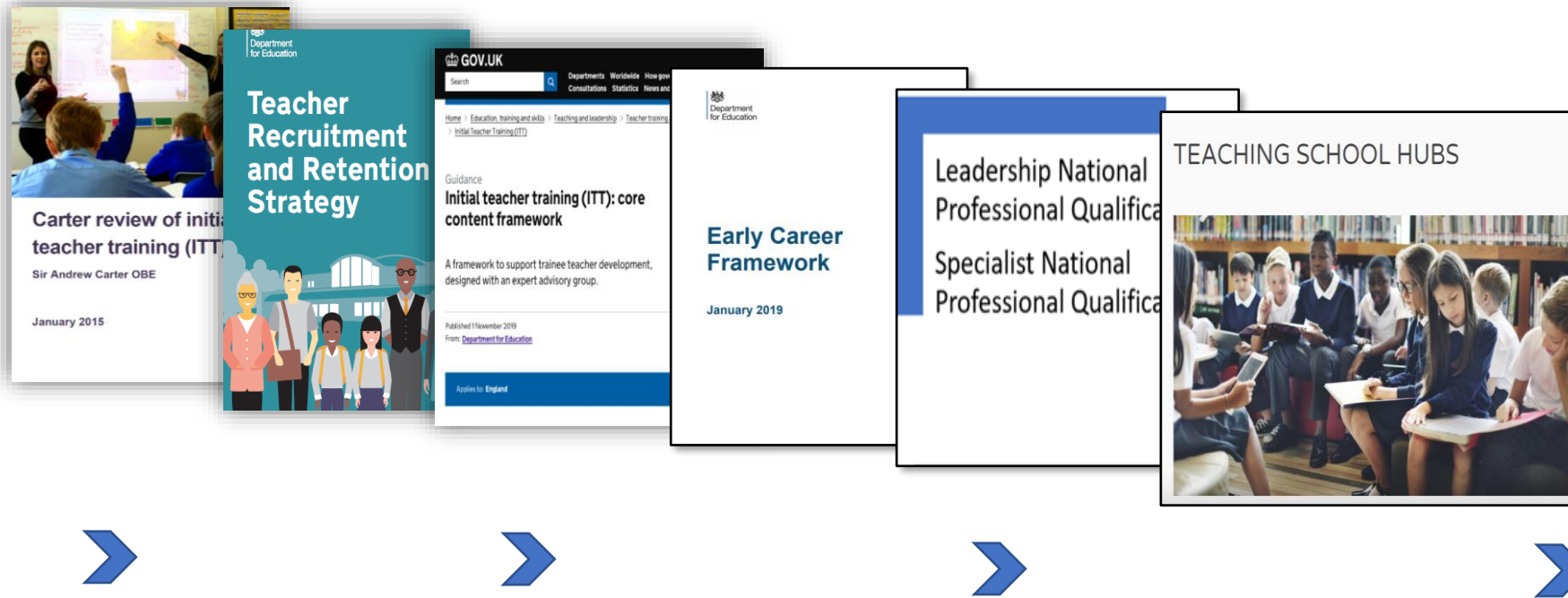
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Department for Education

Teacher Recruitment and Retention Strategy



A Short History of Teacher Development Policy



Teacher Recruitment and Retention Strategy

2. Transforming support for early career teachers



! **CHALLENGE:** Teachers at the start of their careers don't always get the support they need to build a successful career, and at the moment, too many end up leaving.

✓ We will transform the support for early career teachers, introducing the most significant reform to teaching since it became a graduate-only profession. The Early Career Framework will underpin an entitlement to a funded 2-year support package for all new teachers, providing them with the support enjoyed by other top professions. These reforms sit at the heart of our strategy and will include a dedicated mentor and a reduced timetable for early career teachers, giving them the time and support needed to focus on their professional development.

Press release

New support for trainee teachers

Expert panel will draft guidance to support teachers in their first years on the job

Published 20 May 2019
From [Department for Education](#)



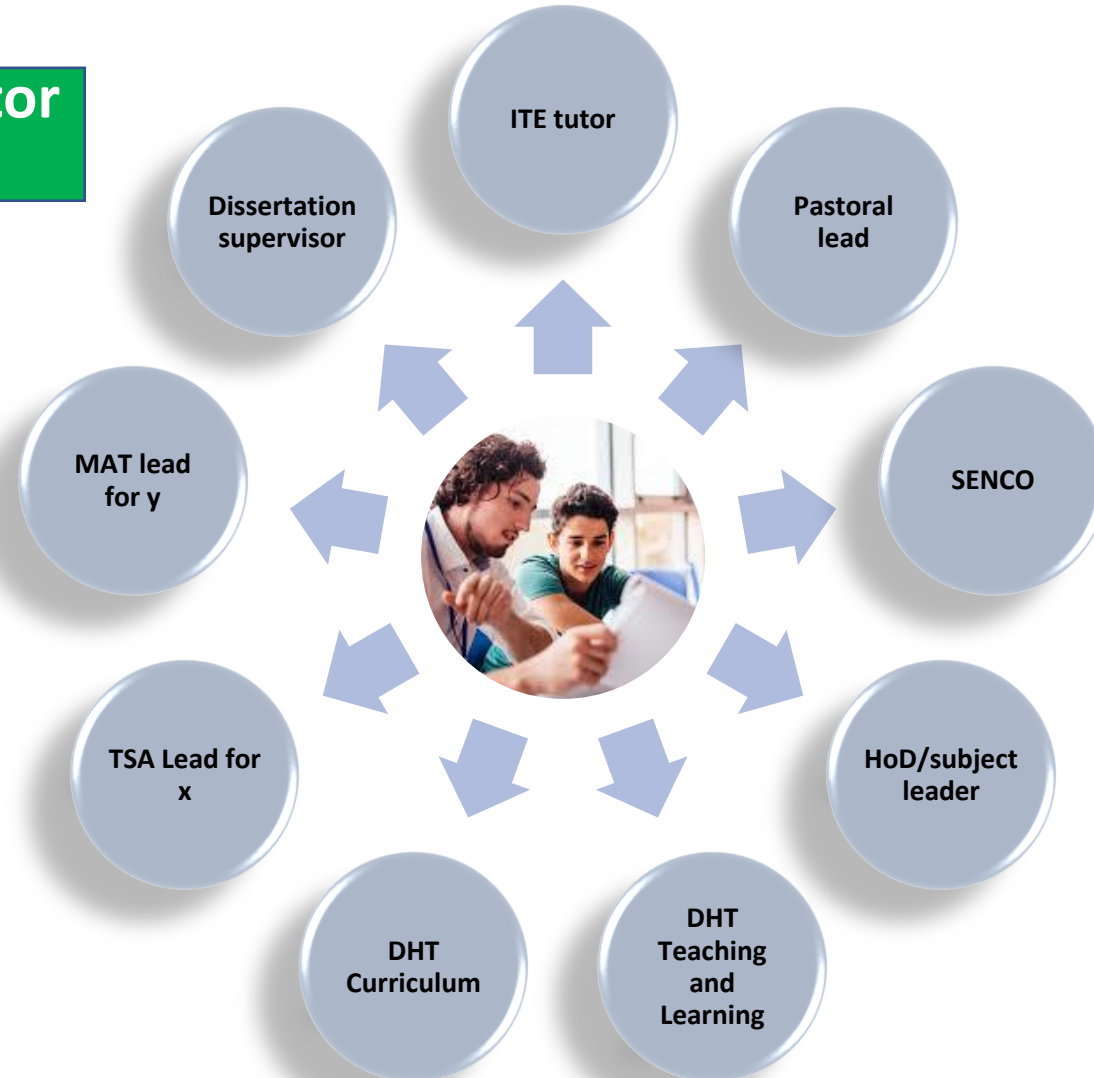
Aims of the ITT Core Content Framework

- A core minimum entitlement.
- To work coherently with the ECF to ensure all new teachers benefit from at least 3 years of evidence-based training, across ITT and into induction.
- To support more trainees to successfully enter and remain in the profession.



Expert Colleagues: illustrative examples

The role of the mentor is crucial



School wrap around [bnu016](#)



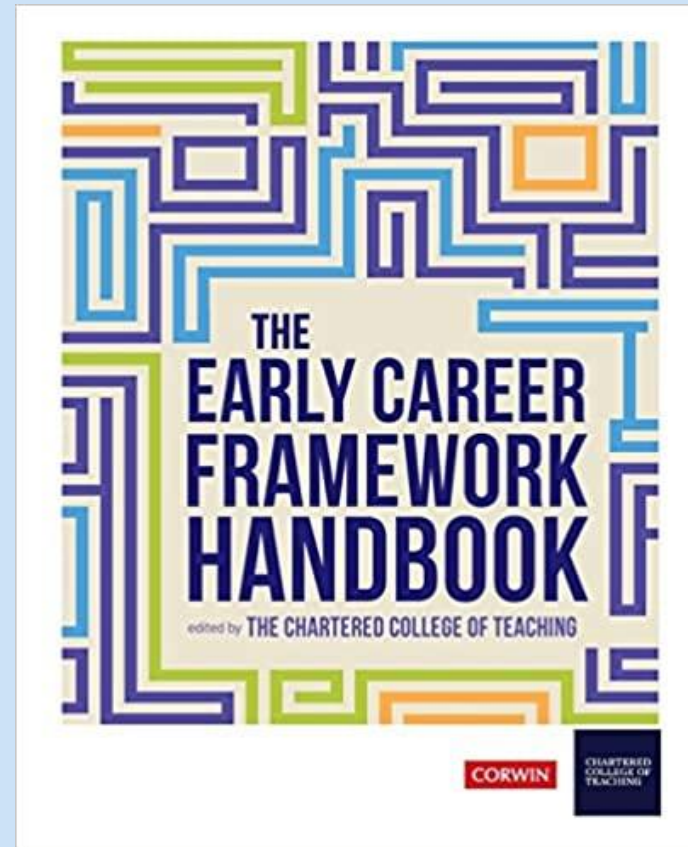
KEY ADVICE TO NEW TEACHERS

- **It's OK to be a Task Manager or Curriculum Deliverer right now but..**
- **Be proactive but pragmatic in:**
 - **Seeking out opportunities to talk about your practice with a range of people**
 - **Consciously target people with different approaches and types of expertise**
- **Find ways to compare your approach with other ways of doing things. Look at evidence:**
 - **of your own impact**
 - **at the impact of others**
 - **of published, peer reviewed research**
- **Avoid getting sucked into negative spirals - take control where you can**
- **Give yourself regular opportunities to think about and discuss the 'bigger picture'**

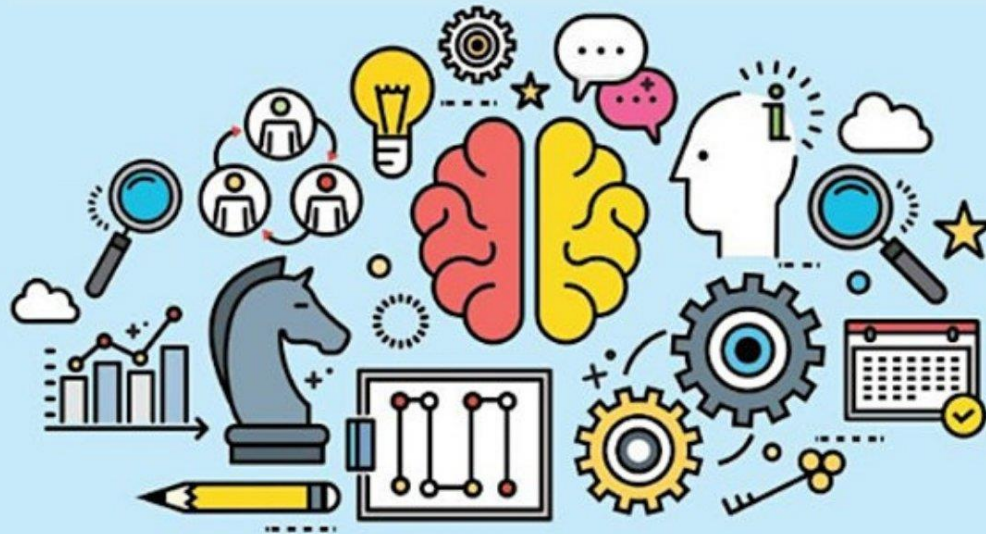
THE EARLY CAREER HUB

The screenshot displays the 'My College Early Career Hub' website. At the top left is the 'My College Early Career Hub' logo. To its right are navigation links for 'Support', 'Learning', and 'Chartered College'. In the top right corner, there is a user profile for 'Howdy, Cat Scutt' and a search icon. Below the navigation is a dark blue header section containing the 'CHARTERED COLLEGE OF TEACHING' logo on the left, a descriptive paragraph: 'The Chartered College of Teaching's hub for student teachers, Newly Qualified Teachers and those involved in supporting and developing them.', and a search bar with the placeholder text 'Search...'. The main content area features a large red banner with the heading 'First time here?' and the subtext 'Find out how to make the most of the Early Career Hub to support your development as a teacher'. A 'Click Here' button is centered within the banner, and navigation arrows are visible on the left and right sides of the banner. Below the banner are three small dots indicating a carousel.

THE EARLY CAREER FRAMEWORK HANDBOOK



THE EARLY CAREER FESTIVAL



EARLY CAREER FEST



Impact

Designing a curriculum
Developing strategies to
support access to knowledge

Theories, principles
and approaches

Influences on
the curriculum

Curriculum
design in context

Imp

Designing an effective
curriculum
Building knowledge
powerful curriculum

Imp

The
Class

Home » Resources

Compact Guides

Bitesize research and downloadable guides to support you in the classroom



COVID-19 support

[Visit link](#)



Literacy difficulties by the Driver Youth Trust

[Visit link](#)



Introduction to research by Gary Jones and Deborah Netolicky



Research-informed practice by Gary Jones and Deborah Netolicky

CPD AND CERTIFICATION



**CERTIFICATE IN
EVIDENCE-INFORMED
PRACTICE**



CHARTERED TEACHER



**CHARTERED TEACHER
(LEADERSHIP)**



Breakouts

Discuss in your groups how you could make best use of the resources from the ECF, EEF and The Chartered College.

1. Share your area(s) of development with the group as outlined in your final ITT report/transition document.
2. Consider how these resources could be used to help develop you to become an even better teacher.



Post any questions about the ECT year that arose from your breakout into the chat. (We will not be able to answer individual employer questions)

We will endeavour to get back to you on this with an FAQs sheet after the session.





Supporting the
well-being of
our early career
teachers





So ... what are
you next steps-
Tom can tell us...





Evaluation form

We would love to have your feedback on the success of today and to help us plan our next steps.

Evaluation in the chat...





Saffron, Chafford Hundred and Alpha Teaching School Hubs

Thanks for joining us and we wish you well in your new career and hope you stay connected with us.

