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EARLY CAREER FRAMEWORK

SENIOR LEADERSHIP TEAM / INDUCTION LEAD HANDBOOK

Contents

Introduction

Welcome to the Teach First Early Career Framework programme. We are delighted to be working with you and your school to ensure early career teachers (ECTs) have the best possible start to their teaching career. We have designed this programme with expert influence, best practice and the most up to date research, to support you, your mentors and your ECTs.
This guide will support you, as an SLT/Induction Tutor, with the delivery of the programme in your school. It contains:
- An overview of the Early Career Framework
- An overview of the Teach First Early Career Framework Programme
- The SLT/induction tutor's role and responsibilities
- The school mentor's role and responsibilities
- A sequence of learning and support
- Appendices with detailed information if you need it

The Early Career Framework

At the heart of the DfE's Teacher Recruitment and Retention Strategy is a commitment to transform support for teachers at the start of their career. The Early Career Framework (ECF) offers professional development support for early career teachers (ECTs) in the first two years of their career. The 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, funded by DfE, will ensure new teachers have dedicated time set aside to focus on their development.

The Early Career Framework sets out what all early career teachers will learn about and learn how to do as part of their strengthened statutory induction. It is based on expert guidance and the best available research evidence and has been independently reviewed by the Education Endowment Foundation.

Full details of the Early Career Framework can be found here.

An overview of the Teach First Early Career Framework Programme

Over the two years of the programme, early career teachers will complete online study materials, have regular mentor interactions, and attend continuous professional development (CPD) training sessions. The table below outlines how the early career teacher will apportion their time on different aspects of their training over the two-year programme.

Feature	Time allocation for the early career teachers
Weekly mentor meetings These are the in-school interactions between the early career teacher and their subject specific mentors	One hour per week
Self-directed early career teacher study This content is accessed online by the early career teacher in their own time	Four-and-a-half hours per half-term
Early career teacher training sessions Training sessions delivered by the school	Two per half-term Each session is 1 hour 20 minutes

Self-directed study

The self-directed study material for your early career teacher can be accessed online via the DfE website. The content has been broken down into six modules that cover the standards set out by the ECF. Each half term, the early career teacher will need to complete four-and-a-half hours of self-directed study which they can access at their own pace, in their own time. The content has been divided into manageable weekly sessions. It is advised that the early career teacher is given time towards the beginning of the week to complete this online study if possible as their following mentor interaction will be based on this content.

Weekly mentor meetings

The mentor interactions will take place weekly. Each session will follow the instructional coaching model, the details of which are in appendix A and B. The Mentor Handbook provides a clear week-by-week plan of what to discuss in each of their interactions throughout the year.

Early career teacher training sessions

The training sessions can be delivered face-to-face or virtually and are an opportunity for early career teachers to further explore concepts and skills outlined in the self-directed study materials. It is strongly recommended that early career teachers are grouped by subject or phase for the delivery of these sessions. More details about the facilitation and content of these sessions will be covered in later sections of this document.

The role and responsibilities of the SLT/induction tutor

Thank you for taking on the role of SLT/Induction tutor for the Early Career Framework. We know that having a supportive senior colleague 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 early career teachers on this programme.

Timetabling

The SLT/induction tutor has responsibility for ensuring the mentor and early career teacher have the appropriate timetables to ensure that they can make the most of the programme. As mentioned in the previous sections, the early career teacher's weekly self-directed study should be scheduled before the mentor interactions if possible, as these interactions follow on from this work.

As explained above, the early career teacher will need to attend two training sessions per half-term. The weeks in which these training sessions could be scheduled has been outlined in appendix C. When creating the early career teacher's timetable, you might want to consider the dates of these sessions to ensure that they can attend.

Quality assurance

It is the role of the SLT/Induction Tutor to ensure that the mentors and early career teachers engage with the Core Induction Programme. Therefore, it is recommended that you carry out quality assurance activities across the year. These could include observation of the weekly interactions between the mentor and early career teacher and joint lesson observations of the early career teacher.

Mentor selection criteria

The mentor's role in developing early career teachers is crucial, therefore we have outlined some criteria you should consider when selecting the mentor for your early career teacher. The qualities of a highly effective mentor include strong subject and pedagogical knowledge, evidence of impactful teaching practice, strong intra- and inter-personal skills, and current knowledge of appropriate and effective professional development. Therefore, the appropriate selection of a mentor in the development of an early career teacher is vital.

SLT/Induction Tutors should select mentors who meet (or exceed) the following criteria:

- A minimum of two years' teaching experience
- An excellent teacher of the subject/age range in which they are mentoring your early career teacher
- Have QTS
- Have experience teaching the national curriculum in the subject and age range in which they are mentoring your early career teacher
- Have a clear understanding of the Teachers' Standards including Part 2

- Committed to developing as a mentor within the subject and age range they are mentoring your early career teacher
- Have professional characteristics and competencies that align with the National Standards for School-Based Initial Teacher Training (ITT) Mentors, July 2006 and to continually develop these competencies;
- Have appropriate time allocated within the school timetable to support and develop each early career teacher using a mentoring and coaching approach
- Be familiar with the Early Career Framework

The role and responsibilities of the mentor

For a novice teacher, it can be difficult to identify and articulate what makes a teacher's practice effective. The role of the mentor is therefore to use their expertise to make this explicit. By examining their own practice, narrating their thinking process, modelling teaching strategies, and identifying highest leverage actions for their ECT, the mentor can make a vital difference to their development. Mentors are also responsible for ensuring weekly interactions occur, that they are familiar with module content and Mentor Handbook documentation and that ECTs complete relevant self-directed study.

Responsibilities

An hour-long interaction between the mentor and early career teacher should take place weekly in year 1 and fortnightly in year 2. The interactions will take the form of either an observation or discussion and will follow an instructional coaching model outlined below. A focus for each weekly interaction has been recommended in Year 1 based on what has been deemed highest leverage for teacher development. The details of this can be found in appendix D. Further details about the structure and focus for Year 2 interactions can be found in the latter part of this guide. It is the mentor's responsibility to ensure the early career teacher engages with the self-directed study materials and organise interactions, discussions and observations.

Instructional coaching – what is it and why do we use it?

During the mentor interactions, we have suggested that your mentor uses instructional coaching, which is a specific model of feedback; the programme structure is based on this coaching model of support. In the Mentor Handbook, there is guidance to support mentors to use this model. This model has been chosen because 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 modify their practice. Instructional coaching is used to develop expertise in any domain, for example sport, music or teaching and with novices, intermediates or experts. Evidence suggests that instructional coaching has a higher impact on pupil outcomes when compared to other forms of professional development. It moves away from traditional lesson observation which can be generic, often with targets which are too broad or can give the 'what' but not the 'how'. It also focuses on feedback which is led and directed by the coach through the identification of precise actions and the use of directed and specific probing questions. This approach is in direct contrast to a traditional coaching model, whereby, the teacher is asked a series of open-ended questions by the observer. Instructional coaching should be used to feedback following a lesson observation or to practise a discreet skill or technique. The mentor leads these interactions, adopting the role of the expert in the interaction.

The Feedback Model

The image below outlines the phases of the instructional coaching model which the mentor should follow. In the Mentor Handbook, there is also a script which may act as a stimulus for mentors when feeding back following an observation. This can be found in appendix A of this handbook. This script could be adapted when practising a discrete skill or technique.

Timing: We would recommend most feedback time is spent on the latter parts of the model.

A sequence of learning and support – what is happening week by week for your early career teacher?

To support with the successful running of this programme in your school, appendix D outlines a suggested week-by-week sequence of activity across the year.

For each week of the school year it identifies:

- The online session the early career teacher should complete
- The focus of the weekly mentor interaction and related links to the Early Career Framework
- The identified topic of the early career teacher's training sessions and the weeks in which they could be scheduled to take place

By following this sequence whilst implementing this programme, it will ensure your early career teacher has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the sessions and resources supplied to their mentor.

A note on assessment (i.e. there is no formal assessment)

When accessing the sequence in appendix D, you will notice that there have been suggested times allocated for 'formal assessment' and 'Professional Progress Reviews' (PPR). Within the weekly sequence, it has been identified where these assessment and progress conversations *could* take place across the year. It is important to note that these sit *outside* the Early Career Framework Programme as the ECF is not an assessment tool.

However, to ensure that the requirements induction can run in conjunction with the programme, time has been allocated to carry out one 30 minute Professional Progress Review each half-term. These should be used as an opportunity to gauge the progress of an ECT against the Teachers' Standards. There is also time allocated to carry out a 'formal assessment' at points across the year (twice in Year one and once in Year two). These opportunities are used to formally assess the ECTs progress in relation to the Teachers' Standards and their progression through their induction period.

Adapting the sequence

Each module has been carefully designed and sequenced to build on learning in previous modules, aiming to secure and develop knowledge and skills over time. The modules will purposely retrieve knowledge and skills that have been covered earlier in the course as a way of helping the early career teacher to remember concepts that will make a lasting impact on their practice. There are also some concepts, such as metacognition, that appear as a recurring theme across most modules. We therefore recommend that you follow the designed sequence to support your early career teachers to successfully build their knowledge and skills over the course of the programme.

We do recognise that early career teachers may need development in an area that has not yet been addressed in the module sequence. In these instances, accessing the content of a different module could have a positive impact on their practice and the mentor and early career teacher can adapt the sequence to facilitate this. However, if they chose to adapt the sequence, it is important to remember that this will have an impact on the weekly mentor interactions and training sessions. Additionally, if there was more than one early career teacher in your school, it would become more challenging to deliver the half-termly training sessions if each one was accessing different modules.

Year 1 training sessions

During the first year of the programme each early career teacher should attend two training sessions per half term. These sessions are linked to the content covered by your early career teacher in their online study materials. The purpose of these sessions is for the teacher to receive further training linked to standards covered in the Early Career Framework, hear from expert colleagues from within their own school or network, and have an opportunity to further discuss, practise, and reflect on learning from the online study materials as they begin to implement their learning into their own practice. It is the responsibility of the SLT/Induction Lead to organise the delivery and facilitation of these sessions.

Each training session lasts 1 hour 20 minutes and should be facilitated by the individual deemed most appropriate for the training topic (E.g. Lead teachers, SENCo, SLT Leads). The session plans to support you to deliver these training sessions can be found on the DfE website here.

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

Module	Training session one	Training session two
Module 1: How can you create a powerful learning environment?	Using praise and consequences effectively	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Using spaced and retrieval practice to build long-term memory
Module 3: What makes classroom practice effective?	Using examples and non-examples	Using questioning to extend and challenge pupils
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment

Module	Training session one	Training session two
Module 5: How can you support all pupils to succeed?	Developing pupils' language comprehension and writing in your subject and phase	High quality universal provision and the graduated approach
Module 6: How can you plan a coherent curriculum?	Identifying the right knowledge	Building your pupils' flexible knowledge

Year 2 of the Early Career Framework Programme

In the second year of the programme, the early career teacher will continue to have a mentor interaction every two weeks, they will engage with online study materials, and they will access two CPD training sessions each half term.

The aim of the second year will be to secure and further develop the early career teacher's pedagogical knowledge and skills in their subject and/or phase. To facilitate this aim, the early career teacher will engage with development cycle each half term, meaning they will undertake six cycles in total. An overview the cycle can be found below.

D E V E L O P M E N T C Y C L E	Week 1	**Retrieve** Self-directed study (45 mins)	
		In week 1 of the cycle, the early career teacher will be asked to retrieve knowledge from some specific year 1 module content in preparation for their first training session. Their mentor will direct them towards the specific module and session content to be retrieved.	
	Week 1/2	**Extend** Training session 1 (90 mins)	**Refocus** Mentor interaction 1 (60 mins)
		Training session 1 will be subject and phase specific and will have a foundation in the concepts retrieved by the early career teacher. However, the session will extend and challenge their understanding and thinking further to support their continued development.	During this first interaction of the cycle, the mentor and early career teacher will discuss the content of training session 1 and decide on a CPD focus/subject focus for development over the course of s development cycle.
	Week 2/3	**Demonstration** Training session 2 (60 mins)	**Deconstruction** Mentor interaction 2 (60 mins)
		Training session 2 will take the form of a demonstration provided by an expert colleague who exemplifies good practice in the focus area. The demonstration might take the form of a discussion around planning for example, or an observation of an expert colleague. It is highly recommended that the mentor and early career teacher	After the demonstration from an expert colleague, interaction 2 gives the mentor and teacher space to deconstruct what was observed and formulate a plan of how to integrate any new learning into practice.

		attend the demonstration together in order to facilitate a developmental follow up conversation.	
	Week 3/4/5	**Integration** Integrate into their own practice	
		The early career teacher should now have time to integrate new learning from training session 1 and 2 into their practice.	
	Week 5/6	**Feedback** Mentor interaction 3 (80 mins)	
		The final mentor interaction of the cycle will take the form of a lesson observation with a specific focus around the integrated new practice. The teacher should receive clear and consistent feedback using the instructional coaching model. Time should also be spent discussing the training and retrieval focus of the next development cycle.	

Further support for these mentor interactions can be found in the Mentor Handbook and a worked example of a development cycle can be found in appendix C of this guidance document.

Each cycle begins with a retrieval of knowledge from the online study materials covered in the first year of the programme. The early career teacher will be directed towards a focus in week one by their mentor, which will then link to the content delivered in training session one. The concepts and knowledge shared in this training session will run as a theme through the rest of the development cycle. From this session, the early career teacher will then decide, with the support their mentor, on an area of their practice to develop through this cycle. This development area must link closely to the content covered in training session one.

Training session 2 gives the early career teacher an opportunity to have a demonstration from an expert colleague in their school or network exemplifying best practice in their subject. This demonstration may take the form of a lesson observation, or a discussion around planning or behaviour for example. The demonstration should be linked to the early career teacher'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 lessons, view some planning documents, and then observe the teacher administering a low-stake retrieval quiz to their class.

Further support for the mentor during these interactions can be found in the Mentor Handbook.

Year 2 training sessions

Training session one

It is your responsibility to organise the delivery and facilitation of training sessions. Training session one is 90 minutes long and should be designed and facilitated by the individual most appropriate for the training topic. As there is an increased focus on subject development throughout year 2, this session should be approached through this lens and exemplification should evidence good practice within each subject/phase.

It is highly recommended that early career teachers are grouped by subject and phase when they are receiving this training. Where you have a small number of teachers in a subject or phase, it may be beneficial to collaborate with colleagues across your network to bring these teachers together to be trained collectively.

To support the design of training session one, session topics and outcomes have been detailed in appendices D. They have also been linked to the ECF standards and online study materials that the early career teachers will need to access in week one of the development cycle. Running through each cycle are links to standard five 'Adaptive Teaching', as at all time teachers need to be considering how to adapt their practice to ensure all pupils can succeed.

Training session two

You may also need to be involved in the organisation of training session two. This may take the form of amending a timetable, or sourcing cover so that the early career teacher is able to observe or discuss a demonstration from their expert colleague. If it is felt that there is not the required level of expertise within your school to deliver training, you may also be required to seek out this expertise within your wider school networks.

Appendices

Appendix A: Feedback model

Phase	Purpose	Possible script
Praise strengths	Highlight key areas of strength • What went well • Precise • Backed up by evidence • Reference progress towards previous week's actions	'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	Guide the trainee to reflect on their areas of development through a series of precise and direct questions • 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.	'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 do not fully understand teacher instruction in independent tasks (for example in the carpet task and the independent writing)

Set precise actions	Identify the highest leverage area/s of development to address and set precise action step/s linked to this. • Highest leverage • Choose one to three key areas • Make sure they are actionable • Precise not generic • Give a 'how' not just a what	'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
Plan based on actions	Focus on the action step/s from this area and plan how the teacher might address this in a future lesson • Look to a future lesson • Plan where and how • Script	'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	Practise the plan for the action step that was created in the previous section to trial what it would look like in practice. • 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	'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 feedback 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." Feedback example: "Your voice was clear and well p[aced. Now do this again but I want you to remove the additional words – you don't need as long as

	• Get it on its feet / put the plan into practice with the teacher • Feedback either after teacher has practised or during • Repeat as appropriate	introduction – make it one sentence lasting no more than ten seconds.'

Appendix B: Setting precise action steps

"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."

Peak: Secrets from the new science of expertise – Anders Ericsson

For this model of feedback, the mentor will have spent time thinking about the precise action step or steps they want to set based on the teacher's area for development. The 'probe' section of the model should be used to guide the teacher to a precise area for development. It is then the role of the mentor along with the mentee 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 1 – 3 action(s) that would have the most impact on the teacher'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 the role of the mentor and, where relevant, the mentee to isolate the most crucial area for development and then pick out the highest leverage action/s to address this area for development. Mentors 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 below:

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

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 the role of the mentor 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 teacher 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 to do not tidy away properly, meaning that the next class come into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the teacher to plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions. The mentor 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 a success criteria ahead of the practice section. In the practice section the trainee would the practise the plan and receive feedback from the mentor before redoing the practice making the suggested changes.

Further details can be found in the Mentor Handbook.

Appendix C: Development cycle 3 worked example

This example will focus on a secondary science teacher called Ali.

Week 1
Retrieve
Self-directed study (45 mins): Retrieve specific Y1 module content and knowledge.
Ali's mentor directs her to retrieve elements of Module 3 – Session 2: Explanations and modelling. Her mentor can see that training session one is focused on using meaningful and memorable explanations. She reflects with Ali that her development would most benefit from a revisiting of how to give effective explanations of new material, in Ali's case, particularly when explaining new scientific concepts. She shares this information with Head of Science, who will be delivering training session one so they can factor this into their session design.

Week 2	
Extend	**Refocus**
Training session 1 (90 mins)	Mentor interaction 1 (60 mins)
Training session title: Using meaningful and memorable explanations in secondary science	Suggested discussion prompts:
By the end of this session early career teachers will: • Identify abstract concepts in a specific subject • Explain why it is important to make abstract concepts concrete • Identify different ways to make concepts meaningful and memorable • Consider how to incorporate these strategies into explanations • Plan to incorporate one strategy into an explanation	• What abstract concepts did you identify in training session 1? • Why is it important to make abstract concepts concrete? • How have you made the abstract concrete in your lessons? • What strategies did training session 1 identify that could help make concepts meaningful and memorable? • How do you currently model concepts to your pupils? • How do you identify pupil's 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.
This training session is led by the Head of Science in Ali's school, with a group of science ECTs. In the session they identify some key abstract scientific concepts in Biology, Chemistry and Physics and the Head of Science explains why it is important to make abstract scientific concepts concrete, revisiting learning from Module 3 (Session 2: Explanations and modelling) and training session 1: Using examples and non-examples.	Ali's mentor uses the suggested discussion prompts to support Ali to reflect on the training session and to help her to agree the most helpful focus for the development cycle. Through the discussion Ali reflects that she thinks that her teaching so far, has sometimes led to pupils learning the model rather than the concept it is meant to explain, and that she has sometimes reinforced this because she is

Drawing upon the *Education Endowment Foundation (2018) Improving Secondary Science Guidance Report*, the Head of Science focuses on using models to help pupils develop a deeper understanding of scientific concepts. Ali explores the different models that science teachers use and why they must be selected with care, learning that the ideas that models are based on should be familiar to pupils, as otherwise this can confuse them further; and how it is important that pupils understand how models differs from the idea being taught and learn the underlying idea rather than the model.

In the training session they explore three different models to represent electrical current and plan how to incorporate these models into an explanation.

happy that they have learnt the model and unsure of how to prevent this from happening.

Her mentor prompts her to think about any strategies from the training session which could support pupils towards a better understanding of the abstract concept. Ali says that one strategy that was suggested is to explicitly direct pupils to the similarities and differences between the model and the concept and that another strategy was to give them first-hand experience with a wide range of model types, then challenge them to compare existing models.

They decide therefore, that Ali's focus for development should be effectively using models as concrete representations of abstract concepts.

Week 3

Demonstration	Deconstruction
Training session 2 (60 mins) Ali's mentor arranges for them both to go and observe Joel, an experienced science teacher in the department who will be able to demonstrate good practice in this area. The mentor explains to Joel beforehand that Ali will be looking for how Joel uses models to help him to explain abstract models to pupils, without confusing pupils or leading to misconceptions developing about the concept.	Mentor interaction 2 (60 mins) - Share your thoughts on how the demonstration has helped you to know 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 both training sessions, what will you now integrate into your own practice?
Joel selects 30 minutes of an appropriate lesson for Ali to observe and they arrange to discuss the lesson after school. Ali watches the lesson and makes notes about what she notices. Joel encourages her to speak to pupils too. In the discussion afterwards, Joel talks through his planning for the lesson and Ali has the opportunity to ask questions. Ali had noticed that Joel had spent time questioning pupils, about the similarities and differences between the concept and the model, and she wondered how often he did this. Joel explained that whenever using a model, he always planned in time to critique it – encouraging pupils to comment on the model and suggest improvements. This helped support their understanding of the abstract concept, but also gave him	Ali's mentor uses the discussion prompts to support her to reflect on Joel's demonstration, and to think about what learning from both training sessions she wants to integrate into her practice to develop her focus area. Ali reflects that Joel had chosen to use a model that was based on an idea that he knew was familiar to pupils and this avoided confusing pupils further, and this had also been a feature of the first training session. Another thing that struck her was how explicitly and regularly he directed pupils to the similarities and differences between the model and the concept, this was not currently something she did. Ali and her mentor decide that Ali will review her upcoming schemes of work for opportunities to use models as concrete representations of abstract concepts and she will then:

insight as a teacher into how useful pupils found a particular model.	• Try to provide more than one model to represent the abstract concept • Explicitly direct pupils to draw out the similarities between the concept and the model/s and to discuss where the model is different from the concept • Reflect after the lesson on the model/s – were they clear or confusing? Could the model be improved for future use?

Week 3/4/5

Integration Early career teacher to integrate new learning from training session 1 and 2 into their practice.

Ali now spends time integrating the practices she has identified with her mentor. She draws on her learning from the training sessions and from resources recommended by Joel, her mentor and the Head of Science to help her. Ali's mentor asks to come and observe a lesson where she can show how she has implemented her learning.

Week 5/6

Feedback Teacher to receive clear and consistent feedback, using the instructional coaching model. Discussion of next steps for teacher. Some time spent discussing training and focus of next half-term.

Ali's mentor observes 30 minutes of her lesson and then they meet so Ali can get feedback using the instructional coaching model. Ali was praised for using more than one model, and for successfully getting pupils to draw out the similarities and differences between the models and the concepts. Ali's mentor then guides her with questioning to reflect on her practice and they select an area for development, which is to prompt pupils to elaborate when responding to questioning to check that their answer stems from secure understanding. They set action steps, then plan and practise this for a future lesson. Ali and her mentor then look ahead to next term's focus which is 'Anticipating and addressing common misconceptions in your subject/phase.' With the support of the Mentor Handbook, Ali's mentor directs Ali to revisit Module 4 - Session 2: Planning for effective assessment.

Appendix D: A weekly sequence of learning and support

To support with the successful running of this programme in your school, below is a suggested week-by-week sequence of activity across the year.

For each week of the school year it identifies:

- The online session the early career teacher should complete
- The focus of the weekly mentor interaction and related links to the Early Career Framework
- The identified topic of the early career teacher's training sessions and the weeks in which they will take place
- The weeks in which the 90-minute mentor training session will take place.

By following this sequence whilst implementing this programme, it will ensure your early career teacher has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the sessions and resources supplied to their mentor.

Year 1

Half term 1 Wk1-7	Module 1: How can you create a powerful learning environment?		
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
1	Introduction	Interaction: discussion Focus: ways of working	
2	Session1: Establishing classroom routines	Interaction: observation Focus: entry and settling routines	
3	Session 2: Creating a positive and respectful classroom environment	Interaction: observation Focus: precise praise and acknowledgement	
4	Session 3: Addressing low-level disruption	Interaction: observation Focus: positive and least invasive behaviour management strategies	
5 PPR	Session 4: Addressing persistent and challenging behaviour	Interaction: discussion Focus: addressing persistent and challenging behaviour	ECT training session 1: Using praise and consequences effectively

Week	Self-direct study focus	Mentor interactions suggested focus	ECT training sessions focus
6	Session 5: Developing pupils' intrinsic motivation	Interaction: observation Focus: motivating pupils to engage	
7	Session 6: Holding high expectations and maintaining engagement	Interaction: observation Focus: increasing pupil participation	Training session 2: Holding high expectations of all pupils

Half term 2 Wk 8-14	**Module 2: How do pupils learn?**		
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
8	Session 1: The working and long-term memory	Interaction: discussion Focus: identifying key prior knowledge and vocabulary	
9	Session 2: Considering how to introduce new knowledge to pupils	Interaction: observation Focus: breaking complex material and explanation into small steps	
10	Session 3: Using worked and partially completed examples	Interaction: observation Focus: Combining verbal explanation and graphical representation	ECT Training session 1: Avoiding working memory overload by combining verbal explanation and graphical representation and worked/partially completed examples
11		Interaction: observation Focus: worked or partially completed examples	
12 PPR	Session 4: Helping pupils remember	Interaction: discussion Focus: low-stakes retrieval quiz	
13		Interaction: observation Focus: low-stakes retrieval quiz	ECT Training session 2: Using spaced and retrieval practice is build long term memory
14	Session 5: Introduction to metacognition	Interaction: discussion Focus: self-regulation and metacognition	
13-16	Formal assessment 1		

Half term 3 Wk 15-20	**Module 3: What makes classroom practice effective?**		
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
15	Session 1: Review of pervious learning	Interaction: observation Focus: effective explanations	

16	Session 2: Explanations and modelling	Interaction: observation Focus: thinking aloud	ECT Training session 1: Using examples and non-examples
17 PPR	Session 3: Guided practice	Interaction: discussion Focus: guided practice	
18	Session 4: Independent practice	Interaction: observation Focus: guided and independent practice	
19	Session 5: Questioning	Interaction: discussion Focus: questioning	ECT Training session 2: Using questioning to extend and challenge pupils
20		Interaction: observation Focus: questioning	
Half term 4 Wk 21-26	**Module 4: How can you use assessment and feedback to greatest effect?**		
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
21	Session 1: What makes assessment effective?	Interaction: discussion Focus: assessment opportunities	
22	Session 2: Planning for effective assessment	Interaction: observation Focus: anticipating and identifying misconceptions through questioning	ECT training session 1: Structing questioning to anticipate and identify misconceptions.
23	Session 3: Monitoring misconceptions	Interaction: observation Focus: Monitoring independent practice	
24	Session 4: Making feedback purposeful and manageable part 1	Interaction: observation Focus: verbal feedback	
25 PPR	Session 5: Making feedback purposeful and manageable part 2	Interaction: discussion Focus: self-assessment	ECT training session 2: Peer and Self-Assessment
26	Session 6: Summative assessment	Interaction: discussion Focus: Making judgements based on performance	
Half term 5 Wk 27-32	**Module 5: How can you support all pupils to succeed?**		
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
27	Session1: Supporting all pupils to access the curriculum – developing high-quality oral language	Interaction: discussion Focus: developing pupils' vocabulary	

28	Session 2: Supporting all pupils to access the curriculum – developing reading and writing	Interaction: observation Focus: implicitly and explicitly teaching vocabulary	
29 PPR	Session 3: Further developing prior knowledge	Interaction: discussion Focus: pre-teaching	ECT training session 1: Developing pupils' language comprehension and writing in your subject or phase
30	Session 4: Providing additional scaffolds	Interaction: observation Focus: adaptive teaching	
31	Session 5: The SEND code of practice	Interaction: discussion Focus: graduated approach	
32	Session 6: Teaching pupils who require a greater level of support	Interaction: observation Focus: adapting practice and learning environments to support targeted pupils	ECT training session 2: High-quality universal provision and the graduated approach
Half term 6 Wk 33-39	**Module 6: How can you plan a coherent curriculum?**		
Week	**Self-direct study focus**	**Mentor interactions suggested focus**	**ECT training sessions focus**
33	Session 1: What is the purpose of a curriculum?	Interaction: discussion Focus: deciding topic for scheme of work and where to go for expert guidance	
34	Session 2: Identifying concepts, knowledge and skills	Interaction: discussion Focus: identifying the concepts, knowledge and skills in a scheme of work	ECT training session 1: Identifying the essential concepts, knowledge and skills of a subject
35	Session 3: Sequencing teaching and learning	Interaction: discussion Focus: developing the sequencing of teaching and learning in a scheme of work	
36 PPR	Session 4: Helping pupils master important concepts, knowledge and skills – Part 1	Interaction: discussion Focus: common misconceptions and strategies to master concepts, knowledge and skills	
37	Session 5: Helping pupils master important concepts, knowledge and skills – Part 2	Interaction: discussion Focus: developing practice and concrete examples/non-examples into a scheme of work	

38	Session 6: Supporting pupils to build increasingly complex mental models	Interaction: discussion Focus: building spaced exposition, practice and retrieval practice into a scheme of work	ECT training session 2: Critical thinking in a subject area
39		Interaction: discussion Focus: reflection on the year and next steps for improvement	
5;12;17; 25;29; 36	Professional Progress Review (PPR)		
36-38	Formal Assessment 2		

Year 2:

Development cycle 1: Developing pupils' intrinsic motivation in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training session focus**
40	Sections of: Module 1 - Session 5: Developing pupils' intrinsic motivation Module 5 - Session 3: Further developing prior knowledge Module 5 – Session 4: Providing additional scaffolds		
41		Interaction 1: Discussion Focus: Decide upon an area of development	Developing pupils' intrinsic motivation in your subject or phase
42		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
43			
44		Interaction 3: Observation Focus: Area of development linked to building motivation	
45			
46			
Development cycle 2: Supporting pupils to develop subject-specific skills in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
47	Sections of: Module 2 – Session 2: Considering how to introduce new knowledge to pupils Module 3 – session 2: Explanations and modelling		

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
48		Interaction 1: Discussion Focus: Decide upon an area of development	Supporting pupils to develop subject-specific skills
49		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
50			
51		Interaction 3: Observation Focus: Area of development linked to developing subject-specific skills	
52			
53			
Development cycle 3: Using meaningful and memorable explanations in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
54	Sections of: Module 2 – Session 2: Considering how to introduce new knowledge to pupils Module 2 – session 4: Helping pupils remember Module 3 – Session 2: Explanations and modelling		
55		Interaction 1: Discussion Focus: Decide upon an area of development	Using meaningful and memorable explanations in your subject or phase
56		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
57			

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
58		Interaction 3: Observation Focus: Area of development linked to meaningful and memorable explanations	
59			

Development cycle 4: Anticipating and addressing common misconceptions in you subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
60	Sections of: Module 4- Session 2: Planning for effective assessment Session 3: Monitoring misconceptions Module 6 – Session 4: Helping pupils master important concepts knowledge and skills – part 1		
61		Interaction 1: Discussion Focus: Decide upon an area of development	Anticipating and addressing common misconceptions in you subject or phase
62		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
63			
64		Interaction 3: Observation Focus: Area of development linked to anticipating and addressing misconceptions	
65			

Development cycle 5: Using structured talk to develop pupils' literacy in your subject or phase			
Week	**Self-directed study focus**	**Mentor sessions suggested focus**	**ECT training sessions focus**
66	Sections of: Module 5 –		

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
		Session 1: Developing high-quality oral language Session 2: Developing reading and writing	
67		Interaction 1: Discussion Focus: Decide upon an area of development	Using structured talk to develop pupils' literacy your subject or phase
68		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
69			
70		Interaction 3: Observation Focus: Area of development linked to developing literacy through talk in their subject or phase	
71			

Development cycle 6: Developing a coherent curriculum in your subject or phase

Week	Self-directed study focus	Mentor sessions suggested focus	ECT training sessions focus
72	Sections of: Module 6 – Session 2: Identifying concepts, knowledge, and skills Session 3: Sequencing teaching and learning Session 4 and 5: Helping pupils to master important concepts, knowledge, and skills		
73		Interaction 1: Discussion Focus: Decide upon an area of development	Developing a coherent curriculum in your subject or phase
74		Interaction 2: Discussion Focus: Deconstructing the approach from the demonstration	Demonstration
75			

76		Interaction 3: Observation	
77		Focus: Area of development linked to developing a coherent curriculum	
78			
43;49;56; 62;68;73	Professional Progress Reviews		
75-78	Formal Assessment 3		