

ECT: **PROGRAMME HANDBOOK**





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Introduction to the programme

This document provides a comprehensive overview of Ambition Institute's Early Career Teachers programme and is designed to support ECTs, mentors, transferring mentors, returning mentors, induction tutors and headteachers to carry out their roles.

The document is a living document which will be updated over time to reflect our learning and consequent changes in programme design and structure. Please note that any printed versions may therefore be out of date.



The early career framework

We know that great teaching is the bedrock of our schools. Of all in-school factors, quality of teaching has the biggest impact on pupils (Hattie, 2003), especially for those pupils from disadvantaged backgrounds (e.g., Sutton Trust, 2011).

The early career framework was published by the Department for Education in January 2019. It was written in collaboration with an expert advisory group from across the education sector and draws on the strongest available evidence on effective teaching and learning. It has been independently reviewed by the Education Endowment Foundation. The framework aims to ensure that teachers thrive in the early stages of their career, through having time and resources devoted to their professional development.

The early career framework is designed to build on the knowledge acquired by teachers during initial teacher training, developing expertise in five core areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours. It is divided into 8 sections: one for each teacher standard. Each of these sections is composed of 'learn that' and 'learn how to' statements, to ensure that early career teachers develop knowledge of both effective classroom strategies and the thinking behind them.

Here is an extract from the early career framework.

Managing Behaviour (Standard 7 - Manage behaviour effectively)

Learn that...	Learn how to...
<ul style="list-style-type: none">Established and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	<ul style="list-style-type: none">Develop a positive, predictable and safe environment for pupils, by:<ul style="list-style-type: none">Establishing a supportive and inclusive environment with a predictable system of reward and sanctions in the classroom.Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).Giving manageable, specific and sequential instructions.Checking pupils' understanding of the instructions before a task begins.Using consistent language and non-verbal signal for common classroom directions.Using early and least intrusive interventions as an initial response to low level disruption.responding quickly to any behaviour or bullying that threatens emotional safety.Establish effective routines and expectations, by:<ul style="list-style-type: none">Creating and explicitly teaching routines in line with the school ethos that maximises time for learning (e.g. setting and reinforcing expectations about key transition points).Practicing routines at the beginning of the school year.Reinforcing routines (e.g. by articulating the link between time in task and success).

The 'learn that' statements are knowledge based. For example, a statement in section 7 says that: "early career teachers should learn that a predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs."

By contrast, the 'learn how to' statements are more practice-based. For example, "early career teachers should learn how to develop a positive, predictable and safe environment for pupils by giving manageable, specific and sequential instructions."

Whilst the early career framework is organised into sections around the teacher standards, it is important to note that the early career framework is not an assessment tool and should instead be viewed as an entitlement to training.

"The ECF is not, and should not be used, as an assessment framework. Early career teachers will not be expected to collect evidence against the ECF, and they will continue to be assessed against the Teachers' Standards only. The ECF will underpin an entitlement to training and support for early career teachers and should not be seen as an additional assessment tool."

ECF, 2019

Read more: [Read Ambition Institute's blog myth busting the early career framework](#)

Key terms

Delivery partner - Organisations working with Ambition Institute to support the delivery of the ECT programme across their network. For visiting fellows, the delivery partner will be the first point of contact to organise deployment.

Early career framework lead - Individual within the delivery partner with responsibility for overseeing the ECT programme in their network.

Delivery partner lead - Ambition Institute employee and main point of contact for delivery partners.

Visiting fellow - Exceptional teachers from delivery partners who will deliver the ECT programme including clinics and conferences for ECTs and mentors. Please note, visiting fellows may also be coaches but not in all cases.

Coach - Exceptional teachers from delivery partners who will deliver coaching for mentors. Please note, visiting fellows may also be coaches but not in all cases.

Induction tutor - An experienced middle leader or senior leader who oversees the successful implementation of the ECT programme at a school level.

Mentor - Participants responsible for developing and directly coaching one or more early career teacher.

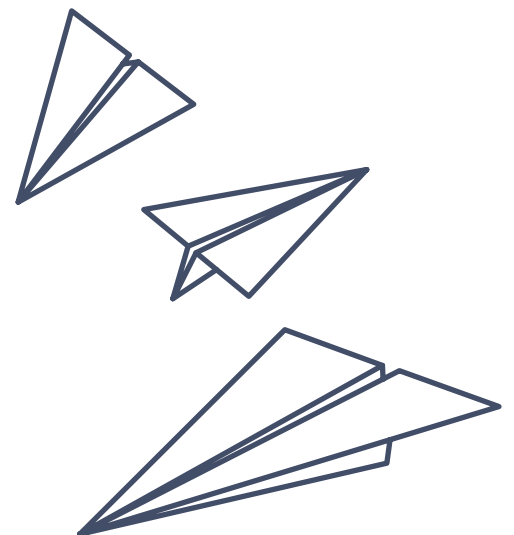
Transferring mentor - participants who have accessed part of their 2 year entitlement to training through another provider and have now transferred to Ambition Institute for the remainder of the programme.

Returning mentor - mentors who have previously completed their two year training and are now mentoring a new ECT.

Early career teacher - Teachers in their two-year induction period. This time frame maybe extended in some circumstances, for example part-time working arrangements.

N. B. This term replaces Newly Qualified Teacher (NQT).

Cohort lead - This is an established visiting fellow who is acting in a broader role, not just as a facilitator of sessions but also the lead for their designated ECT cohort. Their role should encompass ongoing participant support and guidance for other visiting fellows. ECF Leads also have the option to act as a Cohort Lead.



ECT Conferences - One-day events which are designed to give early career teachers a deep insight into key aspects of the ECF and implications for their classroom.

Mentor Conferences - For mentors, they are designed to give deep insight into key aspects of instructional coaching and how to best support their ECT.

Orientation - An umbrella term for the support and training delivered to ECT's, mentors, visiting fellows and ECF Leads at the start of their programme journey including, live sessions and materials delivered asynchronously via Steplab.

ECT Clinics - Facilitated sessions which support ECTs to understand elements of the ECF that cannot be easily covered via instructional coaching.

Mentor Clinics - Facilitated sessions which support mentors with their coaching of ECTs throughout the programme.

Coaching for Mentors - A one-to-one session between a mentor and a coach, offering bespoke feedback and guidance on instructional coaching practice.





Ambition Institute early career teachers programme

ECT Programme overview

What is the Early Career Teachers programme?

The Early Career Teachers programme is Ambition Institute's programme which draws on the content set out in the early career framework. We have designed a carefully sequenced programme of content, accessed through a combination of self-study modules and facilitated conferences and clinics.

The programme last for two years, matching the two-year induction period designed to support early career teachers.

What is the aim of the programme?

The Early Career Teachers programme aims to help teachers build expertise in effective teaching and learning practices and mentors to build expertise in effective mentoring practices. The programme uses the evidence-based content set out in the early career framework to support ECTs to get off to the best possible start in their career.

Programme principles:

The ECT programme for both mentors and ECTs has been built on evidence of how people learn new knowledge and skills and apply this to their practice. This evidence has informed principles underpinning the programme:

- **Key learning broken down into small, manageable chunks** - In Year 1 of the programme, each week, ECTs will work on a bite-sized aspect of their teaching (known as a step), selected in discussion with their mentor following a low stakes observation of classroom practice. For example, ECTs might look at a specific strategy to help them ask effective questions.
- **Underlying features** - Each example provided will have underlying features – these may be referred to as key ideas(self-study), underlying features (clinics/conferences/stretch) or success criteria (steps). These are the fundamental elements that underpin the concept (e.g. of concept high expectations to manage low level disruption) and will remain the same, no matter what context this learning is put into. For example, if we look at giving clear instructions an underlying feature will be that the instructions are manageable and sequential, this would be the same if delivering instructions to an early years class or an A-level psychology class.
- **Clear modelling of effective practice** - During instructional coaching sessions, mentors will model the bite size aspect (step), before ECTs practise applying the step themselves. ECTs will also see lots of different models of the strategies and approaches being taught within clinics and conferences.

- **Multiple opportunities to return to key learning** - The aim of this programme is for ECTs to develop deep, interconnected mental models of key teaching practices and, to do that, it is important to revisit and build on key learning. ECTs will have the opportunity to revisit and deepen understanding of key learning through the self-study modules on Steplab, as well as during clinics and conferences. For example, during their ITT year, trainees may have learnt about the importance of giving clear instructions. This content will be revisited and built upon when looking at self-study modules on routines. ECTs will then return to these ideas when thinking about how to break down content when modelling content to pupils.
- **Practice and feedback** - Within each instructional coaching session, ECTs will deliberately practise and receive formative feedback on a bite sized aspect of their teaching, so that they have an opportunity to practise the step before deploying it “live” in your classroom.
- **Contextualised** - Through the models provided by mentors during instructional coaching sessions, ECTs will be supported to see how the learning in self-study modules translates into practice.
- **Familiar routines** - Each week, ECTs will engage in weekly self-study and weekly (fortnightly in year 2) instructional coaching, to help both ECT and mentor establish a routine for engaging in professional development on the programme.

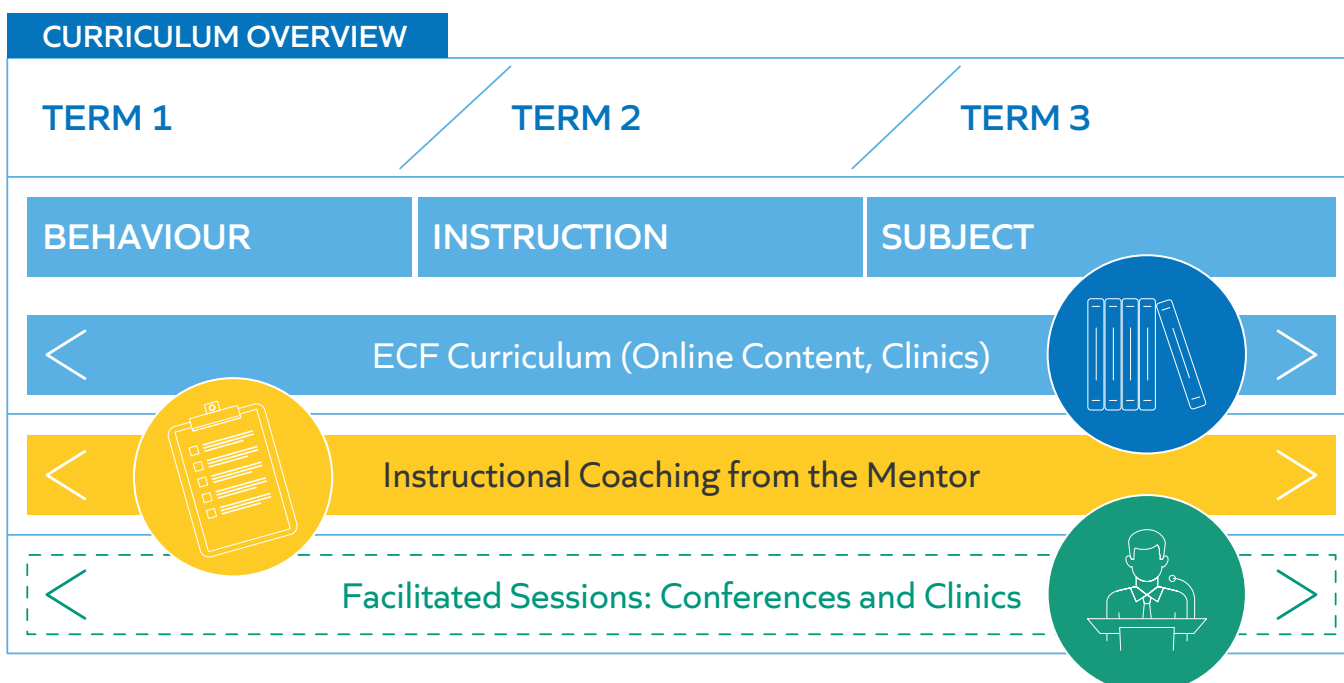


ECT programme Structure

The principle aim of Ambition Institute’s Early Career Teachers programme is to build the expertise of early career teachers, so that they can have the greatest possible impact on the pupils in their classrooms. The programme builds expertise through a combination of components:

- Self-study content. You will complete weekly self-study modules. Modules develop your knowledge of the evidence-informed content within the early career framework.
- Instructional coaching. Mentors run regular instructional coaching sessions with you in school. Coaching sessions are carefully structured and can be tailored to your needs by considering your prior knowledge and current classroom practice.
- Conferences and clinics. Facilitator run sessions help you to examine key elements of practice in more detail.

The image below shows how Ambition Institute's Early Career Teachers programme is structured:



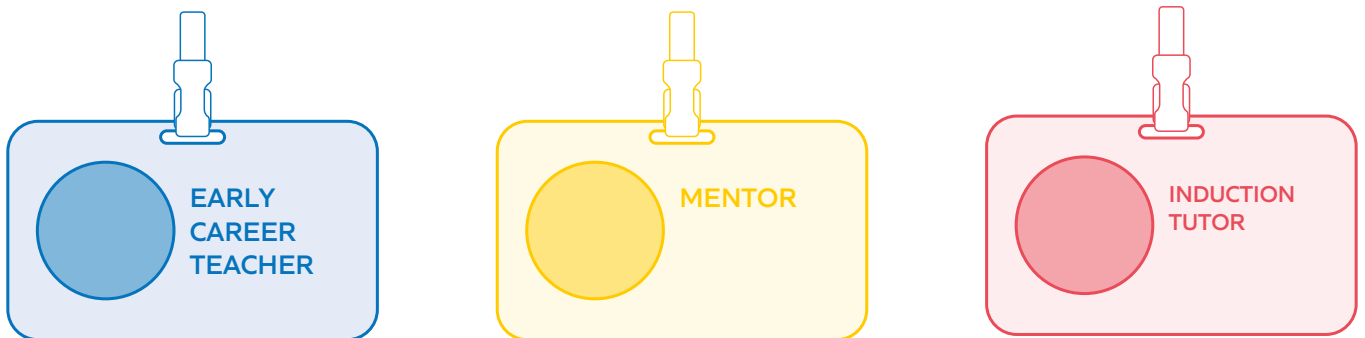
Who will support ECTs on the programme?

To support ECTs with their two-year training entitlement, they will have the support of an in-school mentor and an induction tutor. (Note: In exceptional circumstances the mentor/induction tutor may be the same member of staff).

Induction tutors are responsible for ensuring that the ECT programme is implemented effectively across the school. For example, they will assign mentors to early career teachers.

Mentors receive their own training programme and provide weekly support to early career teachers in their schools.

Early career teachers are the main audience for this programme. ECTs are responsible for learning and practising applying the programme content.



ECT curriculum

The early career framework includes a substantial amount of content. Ambition Institute's Early Career Teachers programme has been designed to make this content manageable, and to support ECTs to embed what they have learned into their classroom practice.

Strands

The programme content is organised into three strands.

- A strand is a sequence of content that ECTs will work through with their mentor over a term.
- Each strand has a core focus: Behaviour, Instruction, or Subject.

N.B. It might be more helpful to think of these strand names as being mainly Behaviour, mainly Instruction and mainly Subject, as each strand includes relevant aspects of other strands, as well as important ideas and practice about teacher self-regulation.

Modules

Each strand is divided into 12 self-study modules. These modules revisit key ideas several times to strengthen learning. Each self-study module is comprised of:

- An evidence summary which provides ECTs and mentors with a concise overview of the research relating to the module.
- Quizzes and reflections which enable teachers to consider the evidence in light of their knowledge and experiences.
- A video which shows what the key ideas look like in practice.

Only when these self-study modules are combined with weekly instructional coaching and the facilitated clinics and conferences, will the content of the framework be fully covered. For the most part, the 'learn that' statements are covered in the evidence summaries and the 'learn how to' statements are covered in the videos and instructional coaching sessions. The facilitated sessions can cover both types of statement.

It is recommended that ECTs complete the self-study modules in order, as the content is organised in a way that incrementally builds on prior learning.

Behaviour strand

B1 - Strand fundamentals and re-contracting

Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.

B2 - Routines

Explores effective routines, the role of classroom environment and its connection learning.

B3 - Instructions

Shares role of high-quality instructions and how to plan and reinforce them.

B4 - Directing attention

Examines monitoring and reinforcing expectations with praise, voice and movement(s).

B5 - Low-level disruption

Focuses on managing low-level disruption to learning and how to maintain a positive environment.

B6 - Consistency

Explores how teacher consistency builds a positive learning environment.

B7 - Positive learning environment

Focuses on the classroom culture required for pupils to learn effectively.

B8 - Making learning manageable

Shares the link between success, behaviour and grain size.

B9 - Challenge

Explores the role challenge plays in pupil behaviour.

B10 - Independent practice

Considers the link between successful independent practice and expectations, routines and feedback.

B11 Pairs and groups

Focuses on how to make paired and group work successful through expectations, routines and culture.

B12 Upholding high expectations

Examines how to continually reinforce established foundations.

Instruction strand

I1 - Strand fundamentals and re-contracting

Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.

I2 - Identifying learning content

Focuses on identifying essential concepts and considering their role in planning and assessment.

I3 - Instruction for memory

Considers how teaching can support lasting change in pupils.

I4 - Prior knowledge

Examines the implications prior knowledge and misconceptions have on instruction.

I5 - Teacher exposition

Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.

I6 - Adapting teaching

Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.

I7 - Practice, challenge and success

Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.

I8 - Explicit teaching

Explores explicit teaching across a lesson/unit of learning.

I9 - Scaffolding

Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.

I10 - Questioning

Looks at how effective questions can deepen and extend pupil thinking.

I11 - Classroom talk

Explores how classroom talk can help to develop pupils' mental models.

I12 - Feedback

Examines the link between teacher questions, feedback for pupils and responsive instruction.

Subject strand

S1 - Strand fundamentals and re-contracting

Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.

S2 - Planning backwards from learning goals

Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.

S3 - Types of knowledge

Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.

S4 - Gaps and misconceptions

Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.

S5 - Acquisition before application

Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates.

S6 - Promoting deep learning

Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.

S7 - Developing pupils' literacy

Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.

S8 - Sharing academic expectations

Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.

S9 - Assessing for formative purposes

Examines the link between learning goals, formative and summative assessments.

S10 - Examining pupils' responses

Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.

S11 - Adapting lessons to meet pupil needs

Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.

S12 - Feedback

Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.

Self-study content

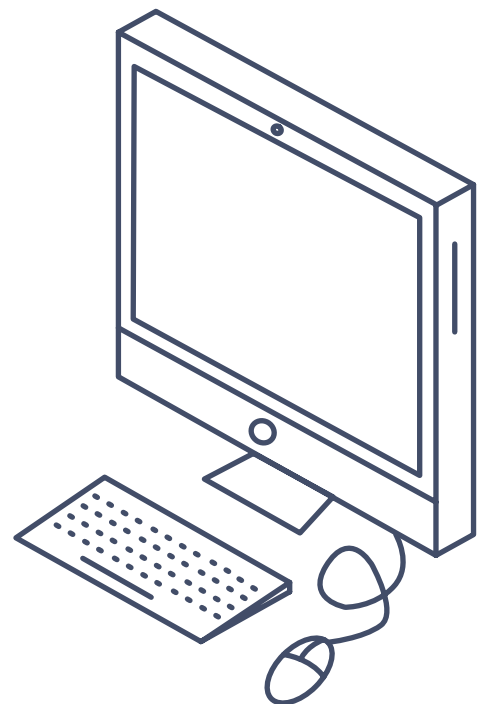
Self-directed study materials are designed to develop ECTs knowledge of the content in the early career framework. The format and structure of each self-study module will be the same each week. We want to support ECTs to develop effective habits and routines for their professional development. Knowing what to expect each week can help.

Each self-study module includes the following:

- Initial reflection
- Content to watch
- Content to read
- Quiz and reflection tasks

A note on self-study

Year one of the programme has been designed with the intention that ECTs will complete one module per week. However, we understand that because schools are busy places, occasionally a week of self-study may be missed. If this happens, ECTs can pick up where they left off in the following week.

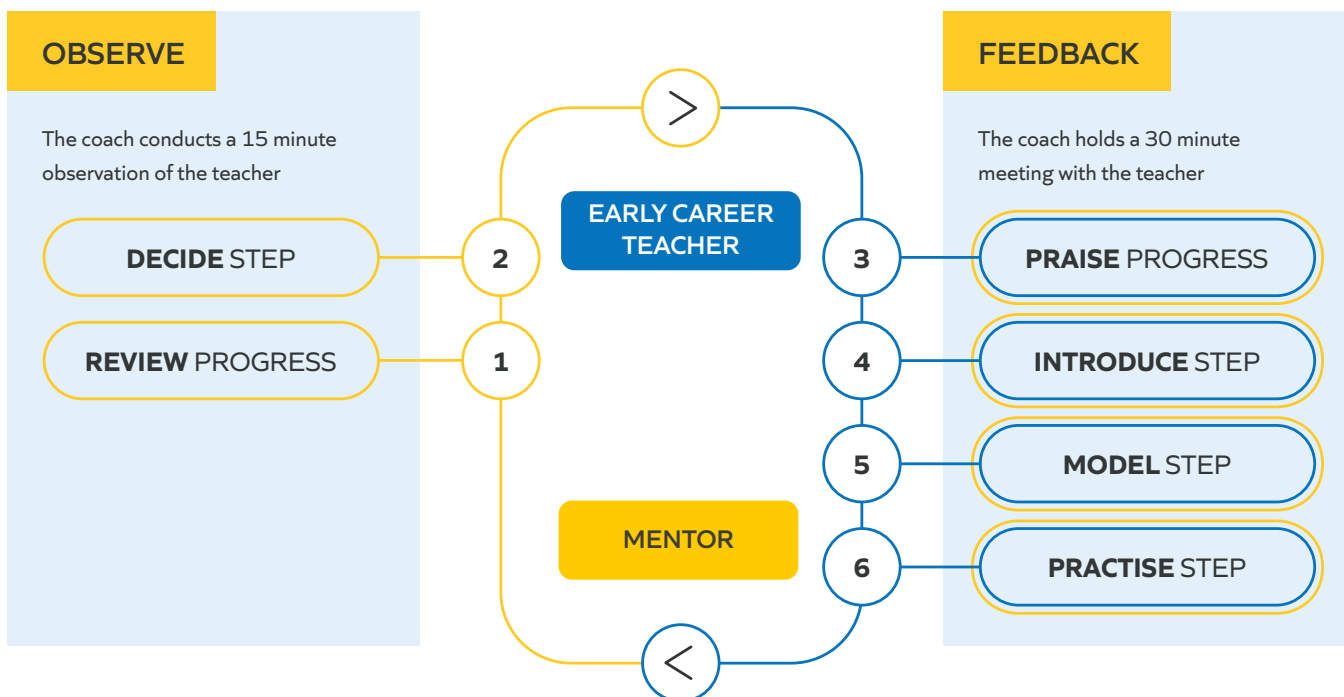


Instructional coaching

In ECTs' first year on Ambition Institute's Early Career Teachers programme, they will take part in a coaching session with their mentor each week. ECTs may have encountered some forms of coaching already. Ambition Institute's programme uses a particular model of coaching called instructional coaching. Instructional coaching sessions focus on a bite-sized area of teaching and offer ECTs the chance to practise and receive feedback from their mentor on this specific area. These sessions are designed to help ECTs apply insights from their self-study modules within their classroom practice.

The collaboration between the ECT and their mentor allows ECTs to sustain their development over time through dedicated coaching from an experienced practitioner. Having a mentor as a point of contact is an invaluable approach to ECTs continuing their professional development, allowing ECTs to draw on mentors' deep subject-knowledge and prior experiences.

Mentors will drop in to see ECTs teach once a week. During the instructional coaching session, mentors will give feedback and praise an aspect of their ECT's teaching. Mentors will select and agree on a new bite-sized area for development with their ECT work with their ECT to choose a precise area to develop. Mentors will provide a model, discuss the underlying theory and help ECTs to practise the area of development within the coaching session.



ECT conferences and clinics

Over the course of the two-year programme, ECTs will attend 3 conferences and 6 clinics. These inputs will be facilitated.

Year 1

Conference 1: The science of learning and effective planning

Clinic 1: High expectations

Conference 2: Adaptive teaching

Clinic 2: Thinking hard

Clinic 3: Effective feedback

YEAR 1						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Facilitated content (face to face or online)	Conference 1	Clinic 1	Conference 2	Clinic 2	Clinic 3	
Online content	Behaviour		Instruction		Subject	
Instructional coaching	Weekly instructional coaching					

Year 2

Conference 3: Professional development and sustained wellbeing

Clinic 4: Working with others

Clinic 5: Literacy

Clinic 6: Implementation

YEAR 2						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Facilitated content (face to face or online)	Conference 3	Clinic 4	Clinic 5		Clinic 6	
Online content	Access to all year 1 self-study and a diagnostic tool					
		Access to new stretch content				
Instructional coaching	Fortnightly instructional coaching					

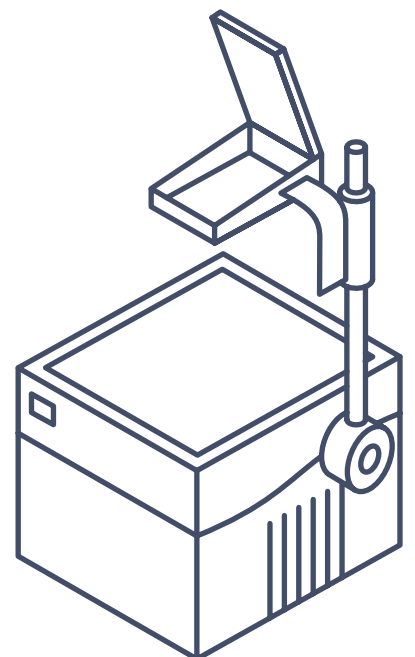
Conferences

All three conferences will be full day, face-to-face events. Conferences are designed to complement and develop ECTs' knowledge of the content covered in the study modules. They will provide an important opportunity for ECTs to network with each other.

Clinics

Clinics will last for 90 minutes and will typically be held online.




In each clinic, ECTs will explore a typical teacher problem, presented in the form of a question. For example, Clinic 1 asks: 'how can teachers prevent and respond to low level disruption to create a positive, predictable and safe learning environment?' The facilitator will introduce 4-5 underlying features that will work in all contexts to support them to overcome this typical problem. ECTs will then read, analyse and discuss 3-4 scenarios in which these underlying features are exemplified. The scenarios are fictional but realistic representations of classrooms in different contexts, subjects and phases. By identifying, and analysing the impact of, the underlying features in a range of contexts, ECTs should be better supported to understand what good practice looks like in their own classrooms.



Year 2 of the ECT programme

The early career framework entitles ECTs to two years of training and support. Year 2 of Ambition Institute's Early Career Teachers programme has been designed to enable ECTs to take increased responsibility for their professional development and so provides a less frequent and more flexible curriculum.

- ECTs will receive a 5% timetable reduction. This is fully funded by the DfE.
- Coaching should follow a fortnightly rhythm.
- ECTs should start by completing any self-study modules not accessed during year 1.
- ECTs will then use a diagnostic tool to identify possible areas of the self-study content which they may want to revisit. This may involve deepening mental models by exploring the further reading linked to each module.
- From November 1st, ECTs will have access to stretch modules. The content of these modules compliments and develops that of each of the three strands.
- ECTs will attend one conference and three clinics during year 2 of the programme.

YEAR 2 CURRICULUM OVERVIEW		
TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> • Complete outstanding year 1 self-study modules • Complete year 2 Diagnostic Quiz • Create self-study action plan with mentor 	<ul style="list-style-type: none"> • Revisit year 1 self-study content to strengthen knowledge and practise • Complete further reading suggested by year 2 Diagnostic Quiz and/or mentor • Complete Stretch content suggested by year 2 Diagnostic Quiz and/or mentor 	
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ECT expected participation

In year 1 ECTs are expected to:

- Engage in weekly self-study
- Engage in weekly instructional coaching
- Attend 2 conferences
- Attend 3 clinics

In year 2 ECTs are expected to:

- Complete the Year 2 diagnostic tool
- Engage in fortnightly self-study, including completing any outstanding modules from Year 1, revisiting Year 1 self-study content and engaging with further reading and Stretch content as appropriate
- Engage in fortnightly instructional coaching
- Attend 1 conference
- Attend 3 clinics



Mentor programme overview

Mentors are entitled to 2 years of their own professional development alongside that of the ECT. This programme will enable mentors to develop their knowledge and skills in relation to the evidence base which underpins the early career framework, effective instructional coaching and how to best support teachers in their first two years to develop their expertise.

AMBITION INSTITUTE MENTOR PROGRAMME 23_25						
	YEAR 1			YEAR 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Facilitated content (face to face or online)	Conference 1 1 day	Clinic 90 minutes	Conference 2 1 day	Clinic 90 minutes		
	<div style="background-color: #cccccc; padding: 5px; display: inline-block;"> < Coaching for mentors (optional) > </div>					
Online content	Year 1 Orientation 1 hour	Mentoring and coaching development area (optional)		Year 2 Orientation 45 min	Mentoring and coaching development area (optional)	
Instructional coaching	Weekly instructional coaching of an ECT with access to video models, evidence summary and instructional coaching scaffolds and steps 36 hours (1 hour per week)			Fortnightly instructional coaching of an ECT with access to video models, evidence summary and instructional coaching scaffolds and steps 18 hours (1 hour per fortnight)		

Transferring and returning mentors

Mentors transferring between providers mid way through the course are still eligible to complete the remainder of their 2 year training with their new provider. Mentors returning to the programme having already completed their training are not entitled to further facilitated content. However, they will still be able to access the mentor support materials on Steplab, referenced throughout this section of the handbook.

Role of the mentor

Mentors support ECT development through weekly instructional coaching sessions. During these sessions, mentors will play an important role in contextualising ECTs' learning from the self-study modules.

Instructional coaching

What is instructional coaching?

At Ambition Institute, we've chosen to use instructional coaching on the Early Career Teachers programme, because it has a strong evidence base (Sims, S. 2019) for helping teachers make lasting improvements to their practice. In particular, it helps ECTs to overcome the 'knowing-doing gap' – the difference between learning a new technique and being able to use it regularly in their classroom.

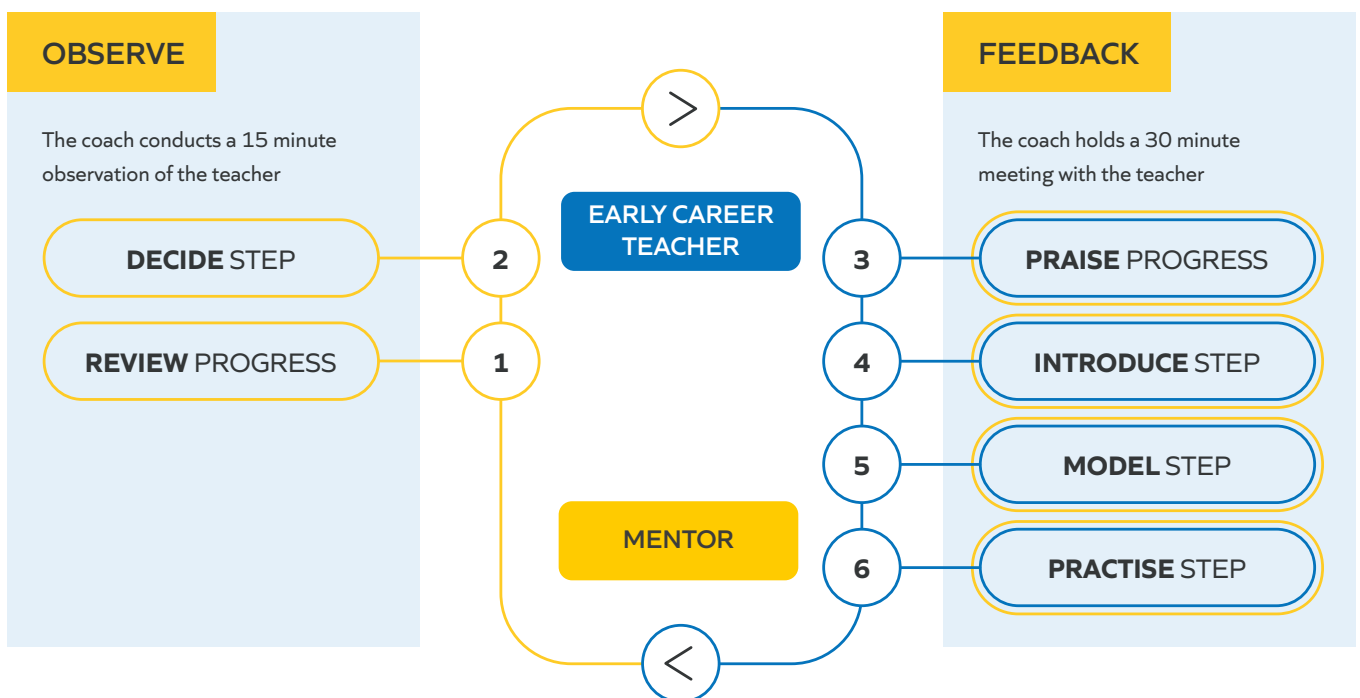
Instructional coaching is a weekly cycle of observation, practice and feedback focused on incremental improvements.

Instructional coaching is designed to work alongside the self-study modules accessed by ECTs each week. Our programme is used by teachers in all phases and subjects and is therefore designed to support ECTs to consider how the content of each module relates to their own specific practice. In each self-study module we identify key ideas within the topic – ECTs and mentors should focus on these when considering how the content relates to their own classroom practice, since they are relevant regardless of context. Instructional coaching also plays an important role in contextualising the programme content for ECTs. During coaching sessions, mentors will use live models and offer feedback adapted to the subject and phase of their mentee.

What does the instructional coaching cycle involve?

The instructional coaching cycle is split into two main components: observation and feedback. Observations are where mentors will drop-in to see their ECT(s) teaching. They are low stakes and will help to guide the feedback sessions. Feedback sessions a time for mentors to work with their ECT(s) to develop ECTs' understanding of a particular area through modelling, practice and feedback.

Instructional coaching will follow this cycle:



Observation

Each week mentors will observe their ECT teach for about 15 minutes. During the observation, mentors will reflect on the ECT's progress towards their previous step and choose a new single, bite-sized step to work on. For example, an ECT might have been working on a step such as giving clearly sequenced instructions; if the mentor feels that the ECT is ready to move on, they might decide that the next step is to work on an effective strategy for monitoring whether pupils are following the instructions. Bite-sized steps are designed to help ECTs see the progress they are making on the journey towards mastering the craft of teaching.

Mentors choose steps which build on ECTs' prior knowledge from their self-study so far. This helps ECTs to apply the steps thoughtfully and not just mimic techniques. The self-study content is carefully sequenced to build in depth and complexity, giving ECTs firm foundations to build on and develop mastery.

Mentors will log their observations by clicking on 'Observe' in the 'Coach' section of Steplab.

Feedback

Each week, mentors and ECTs will meet for 45 minutes. Approximately 30 minutes of the meeting is used for instructional coaching, specifically modelling, practice and feedback.

Mentors begin by providing one piece of targeted feedback and praise on the ECT's progress towards the previous step. Next, the mentor shares the new step with the ECT and together they discuss why this step has been selected and how it is likely to help pupils.

The mentor then models how the step might look in the ECT's own context. The aim of the model is to help the ECT know exactly what a technique will look like in their own classroom. The model should build on the theory the ECT has previously learnt from their self-study. Steps will either be performance-based, task-based, or a combination of the two. To continue the above example, the mentor might demonstrate how they would circulate to monitor pupils or how and where they would stand in the classroom. This is a performance-based step. Equally, if an ECT has been working on using the 'I do, we do, you do' process to model a writing task, the mentor might demonstrate how they would plan the 'I do' task. This is a task-based step. If the mentor then models how they would deliver the 'I do' task, this would be both task and performance based.

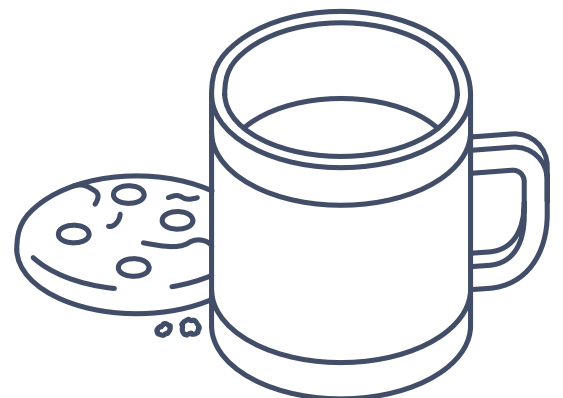
Finally, the mentor and ECT work together to practise the step. Importantly the ECT will practise more than once, with the mentor providing feedback on how to improve each time. This cycle of feedback and practice is often referred to as 'deliberate practice'. This practice helps overcome the 'knowing-doing gap' and set the ECT up to put the new step into action.

Either during, or at the end of, the coaching session, mentors will click on 'Feedback' to log the details of the instructional coaching meeting. This can be found in the 'Coach' section of Steplab.

Support

Mentors will be thoroughly supported to lead instructional coaching during mentor conference 1. Mentors can also find further guidance on instructional coaching in the Mentor and Coaching Development Area on Steplab.

Important: we know that effective mentoring is not just about instructional coaching. We know that mentors need to provide other forms of guidance such as reassurance and pastoral support. Instructional coaching is designed to become more efficient over time – whilst to begin with it may take 30 minutes or more of the meeting, as mentors and ECTs become used to the process, it will require a smaller proportion of time. This will allow mentors more time to devote to other important aspects of support.



The impact of instructional coaching on early career teachers

Instructional coaching is well suited to helping early career teachers. It provides careful structure and guidance which can help accelerate teachers' development at the start of their career (Kraft and Blazar, 2018).

Deliberate practice of a precise step is a well-evidenced way of building expertise in teaching and beyond (Grossman, 2009). Focusing on a bite-sized step means that ECTs can also see tangible progress in their classrooms.

Similarities and differences between instructional coaching and other approaches

There are lots of similarities between instructional coaching and other mentoring or coaching approaches.

- Like other approaches, instructional coaching is still focused on helping ECTs improve their teaching practice.
- Like all mentoring and coaching, instructional coaching only works when it builds on a strong relationship between the mentor and the ECT. Ambition Institute's early career teachers programme prioritises building and strengthening these relationships over time.
- ECTs' learning is more likely to stick and avoid misconceptions when it builds on prior knowledge. The carefully structured curriculum of ECT self-study helps ensure that this happens.
- Many mentoring and coaching approaches involve explaining new techniques and how they work – by using modelling, instructional coaching also places this at the forefront of its approach.
- Mentoring is not just about helping teachers get better, it's also about pastoral care and support. Instructional coaching is a significant element of Ambition Institute's early career teachers programme, but it is not everything – it is important for mentors to take time for pastoral support as well.

Equally, there are some differences between the approaches:

- Instructional coaching is centred around the mentor using their expertise and experience to support ECTs to develop. This means mentors provide explicit guidance, rather than leaving ECTs to work out the answer themselves. This is because ECTs are at the beginning of their career, and this allows them to benefit from the mentor's wealth of knowledge.
- Over time, the ECT will be able to take more and more ownership of their learning, but at least at the start of the programme their mentor will decide the weekly focus. This is to scaffold and support ECT's learning until they have developed greater expertise.
- Self-reflection is an important element of all teachers' practice, but accurate reflection is difficult due to the messy feedback loops involved in teaching – it is hard for teachers to identify what to change in their classroom, much less whether a change is having the desired impact. This means that although ECTs will be supported to reflect on their practice, this reflection will not be what drives the weekly focus – at the beginning of their careers ECTs are more likely to make effective changes with careful guidance from their mentors.

Mentor conferences and clinics

Over the course of the two-year programme, mentors will attend 2 conferences and 2 clinics. These are events run by an expert facilitator. Mentors transferring from another provider part way through the programme will attend all remaining conferences and clinics from their transfer date.

Year 1

Conference 1: Instructional coaching and supporting your ECT

Clinic 1: Effective modelling and feedback

Conference 2: Adapting the coaching model

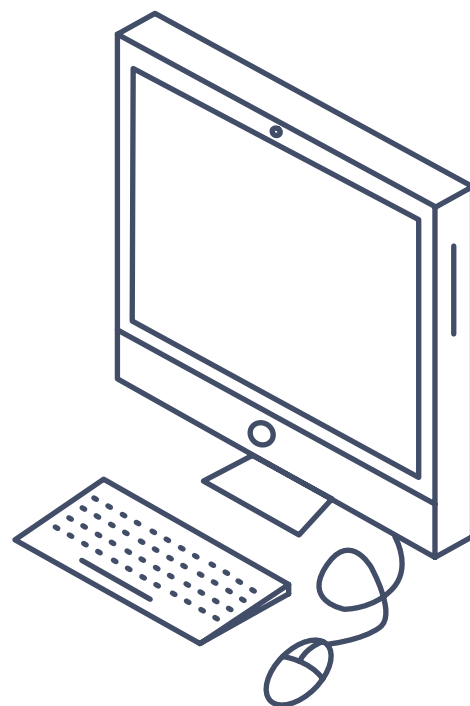
Year 2

Clinic 2: Providing Challenge

Mentor self-study content

Mentors are supported to continue to develop their knowledge and skills in relation to instructional coaching, the ECF and the ECT programme through engaging with self-study content on Steplab. This content can be found in the mentoring and coaching Development Area and includes 12 modules. This content is also available to transferring and returning mentors.

1. Introduction
2. Contracting the mentor-ECT relationship
3. Observe - lesson observations
4. Observe- setting steps
5. Feedback - praise progress
6. Feedback - modelling
7. Feedback - setting up practice
8. Feedback- cycle of practice and feedback
9. ECT induction assessment
10. Full instructional coaching conversation
11. Contextualisation
12. Providing challenge



Coaching for mentors

Coaching for mentors (CfM) is a training offer exclusively aimed at mentors on the ECT programme.

Structure & Content

The basic structure of CFM is a 1:1, hour long coaching meeting between a mentor and a coach (usually drawn from the delivery partner's visiting fellow pool and trained specifically to be a coach by Ambition Institute). The session aims to support and develop the mentor's ability to coach their ECT in their weekly/fortnightly feedback meetings.

Ambition Institute have prepared resources for these 1:1 sessions which related to the developmental steps we have created for mentors. These steps relate to the following areas of instructional coaching:

- Selecting appropriate steps
- Sharing the model
- Sharing the step
- Deliberate practice
- Analysing the gap

CfM is an 'optional' strand of the ECT programme – delivery partners are not required to run it if they feel it is not appropriate. Mentors should contact the induction tutor for their school if they are unsure as to whether they should be involved with CfM.



Mentor expected participation

In year 1, mentors are expected to:

- Observe their ECT for 15 minutes, then lead an instructional coaching meeting for 45 minutes
- Engage in self-directed study, for instance working through the modules in the mentoring and coaching development area on Steplab
- Attend two conferences and one clinic

In year 2, mentors are expected to:

- Fortnightly, observe their ECT for 15 minutes, then lead an instructional coaching meeting for 45 minutes
- Engage in self-directed study, for instance working through the modules in the mentoring and coaching development area on Steplab
- Attend one clinic

If a delivery partner is running coaching for mentors then mentors are expected to participate in this too.





Stemplab

What is Stemplab ?

Stemplab is our online professional learning and coaching platform, designed specifically to help teachers develop by drawing on the best available evidence about how teachers learn. Stemplab houses all the online content for ECTs and mentors. It also scaffolds the instructional coaching sessions held between ECTs and mentors.

How does Stemplab support ECTs?

Stemplab gives ECTs access to all the resources they need to improve practice. It provides evidence-informed content in bite-sized weekly modules.

ECTs will also receive personalised steps set by their mentor. These form the focus of instructional coaching, helping them develop expertise, build effective teaching habits and keep getting better.

How does Stemplab support mentors?

Stemplab provides a scaffold for mentors to efficiently and easily record weekly observations, identify and set steps and plan and deliver instructional coaching sessions.

Stemplab also gives mentors access to the same self-study materials as ECTs, allowing them to engage in well-informed and meaningful discussions.

Mentors also have access to bite-sized online courses to help them deepen their understanding of instructional coaching and of the programme in general.

How does Stemplab support induction tutors?

Stemplab enables induction tutors to track the engagement of their mentors and ECTs.

Support with Steplab

Both ECTs and mentors will be able to access Steplab when they have completed their onboarding form on My Ambition. At any point during the year, mentors and teachers can access 'how to' guides within the support section of Steplab. Mentors also have access to an instructional coaching tour and simulator, allowing them to practise using the platform ahead of running instructional coaching sessions. During the Autumn term, Ambition Institute will run additional online sessions to support mentors and teachers in using Steplab. The dates and times of these sessions will be communicated via the fortnightly email bulletin.





Induction tutors

The role of the induction tutor

The Induction Tutor (IT) is the member of staff within each school with overall responsibility for putting the Early Career Teachers programme into action. This will usually be a member of the senior leadership team. The Induction Tutor drives engagement with our Early Career Teacher programme in their school, for both mentors and teachers. Key to this role is supporting and protecting the statutory entitlements of early career teachers and their mentors in line with the early career framework reforms and statutory guidance.

In order for Ambition Institute's Early Career Teachers programme to be successfully embedded within a school, there are several enabling conditions which are required, and induction tutors play an essential role in ensuring these conditions are in place:

Time

We know that time is a precious resource which is in short supply for everyone. The main vehicle of this programme is instructional coaching. Instructional coaching has the potential to have real impact on teachers but this is only going to happen if mentors and teachers have sufficient time allocated to be able to engage in this training. In accordance with the statutory guidance, teachers are required to receive a 10% reduction in their timetable in their first year and a 5% reduction in their second. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme (DfE, 2021). It is also vital that the mentors have enough time to carry out their role effectively. On this programme, it is recommended that mentors have one hour off timetable, or equivalent, to support one ECT.

Support from SLT and head teacher

Having sufficient time allocated on teachers' and mentors' timetables is also reliant on support from the Senior Leadership team (SLT) and the headteacher. Induction tutors will advocate for the mentors and teachers, championing the programme within a school. Communicating the programme rationale and the benefits of the programme to these stakeholders will help ensure that they can support the implementation of the programme.

School culture

Teachers thrive and perform better when working in supportive environments. The school culture will have an impact on how the teachers and mentors view this programme. Having the support of SLT will help ensure that the programme is recognised as a priority within the school which, in turn, can help teachers and mentors see the value in the training and feel valued and supported within their school. For example, if SLT members communicate the great work which mentors are doing as part of their instructional coaching sessions, this will help the mentor feel valued in their role.

Mentor understanding

Mentors are the beating heart of the programme. It is important for mentors to have developed mental models of what expert teaching is and to develop their mental models of effective mentoring. Mentors need to take the learning from the programme, contextualise it for their teachers and support the teachers to apply the theory into practice. Induction tutors, need to understand the mentor role in depth so that support can be provided to them, helping them to understand their role and the instructional coaching process.

Induction tutors' use of Steplab

An important part of the Induction Tutor role is tracking participant progress and encouraging engagement on Steplab. This can be done for both ECTs and mentors. There are several videos on Steplab that have been created for induction tutors to use to develop their skills and understanding in using Steplab tracking. The breakdown below gives more detail of how this may be accomplished:

Induction tutors can:

1. Track engagement of their ECTs and mentors in their school using the 'Lead' tab. Within this tab, advanced reporting tools can be found which will clearly show an overall percentage for engagement over the period, and a more granular break down with specifics on who has completed engagement.
2. Where more than one cohort is present within a school, or multiple schools are being led by one Induction Tutor, Steplab allows for comparisons to be made between schools/cohorts and for trends within and across schools to be identified and analysed. For example, the IT may choose to monitor the pattern between mentor and ECT engagement. Further guidance here: (Advanced reporting function)
3. Tracking course progress allows an IT to see where, within the prescribed course content, an ECT is currently focusing. This is useful to support any drop-ins or observations they complete as well as monitoring ways in which ECTs are engaging. For instance, are ECTs regularly accessing course content, or leaving it all to the end of term? Steplab course tracking guidance here: [Tracking course completion for participants on programmes.](#)
4. Induction tutors should be tracking event attendance of their participants, encouraging regular attendance and challenging non-attendance. If a participant misses an event and is set catch up content, induction tutors can check if participants have completed this study using Steplab. Induction tutors can do this via the 'Participant Events' button in the Events tab of My Ambition.
5. Induction tutors can view the learning materials that ECTs and mentors have access to by going to their Library tab and looking at the courses. They may do this to better understand the content that ECTs and mentors are engaging with, to upskill themselves, and to be able to participate in meaningful discussions with participants around their current foci.
6. If the mentor is on leave for longer than 3 weeks, we advise that a fully trained or partially trained mentor takes on the responsibility for that ECT or a new replacement mentor is registered by the Induction Tutor on the DfE portal. In this instance, the new replacement mentor will start their own two-year, journey on the programme and will not need to complete catch up or be assigned to the same cohort as the ECT.

How induction tutors can support an effective programme implementation

Flexibility and contextualisation

For further detail on flexible aspects of the programme, please refer to [The Tight but Loose section here](#).

Contextualising learning on Steplab

We know that professional development is effective when it is contextualised for the teacher. It is a key role of the mentor to ensure that the learning the ECT does weekly in their self-study is then contextualised so that ECTs can ensure they are using their new knowledge in their classroom practice. In this regard, induction tutors, should support mentors in your school to effectively contextualise the learning, sharing their experience and expertise in this area.

To support work on contextualisation, please access the 'Contextualising' module on the Mentor and Coaching Development Area on Steplab.

Year 2 of the programme

For Year 2 of the programme to be run effectively in school, induction tutors should work with their mentors and ECTs to ensure they are accessing the diagnostic tool on Steplab. Once the diagnostic tool has been accessed by ECTs with their mentors, it is the role of the mentor to ensure the ECT has an action plan created for the second year of the programme. This plan will identify which areas of self-study the ECT is going to re-visit across the academic year. For induction tutors, it is good practice to check that ECTs and mentors have been through this process.

Quality Assuring mentor Provision

For the ECT programme to run effectively in a school, the mentor plays an integral role. Induction tutors should quality assure the mentor provision in their school by meeting with their mentors regularly to check their understanding of the programme's fundamental design principles and programme expectations. In particular:

- Understanding and commitment to Instructional coaching and Deliberate Practice.
- Check that action steps are not being repeated several times – indicating that the coaching has not been effective yet.
- Observing coaching sessions and giving constructive feedback to mentors.
- Access the coaching for mentors training that Ambition Institute provides so that they can coach their mentors as effectively as possible. Delivery partners can provide the information required to access this training.

Overseeing end to end ECF entitlement for ECTs

The Induction Tutor will usually be responsible for the end to end ECF entitlement for the ECTs within their school. There are several organisations involved in this and therefore it's important that the Induction Tutor knows which organisation is responsible for what.

An Appropriate Body is the organisation that quality assures statutory induction for ECTs. Through quality assurance, the appropriate body assures itself that:

- Relevant persons are aware of, and are capable of, meeting their responsibilities for monitoring support and assessment during teacher induction
- Monitoring, support, assessment and guidance procedures in place are fair and appropriate
- In terms of induction tutors – they need to contact the Appropriate Body regarding the following (not limited to)
- Start date of the ECT's induction
- Whether the ECT works part time or full time
- Whether the ECT needs their induction shortened or extended
- Whether there are concerns about the ECT's ability to complete the induction

Ambition Institute – Ambition Institute is responsible for the design and quality assurance of the ECT Programme. Ambition Institute should be contacted at ectsupport@ambition.org.uk when:

- An ECT or mentor is having difficulty accessing Steplab (our online learning platform)
- An ECT or mentor cannot access the relevant materials for the programme they are meant to be registered on

Delivery partner – Delivery partners are responsible for the day to day running of the ECT programme in their network. They should be a first port of call for participant queries on:

- Engaging with additional learning and research through Ambition Institute
- Completing the Induction Tutor Induction on Steplab
- Accessing the Learn modules that ECTs and mentors have access to through your Library on Steplab
- Reading the participant digest email sent out to participants fortnightly and making sure key learning is reiterated to ECTs and mentors within their school
- Engaging with the resources on the Mentor and Coaching Development Area
- Following Ambition Institute on Twitter to see our latest research and blogs



Headteachers

In order for Ambition Institute's Early Career Teachers programme to be successfully embedded, there are several enabling conditions which are required within schools and headteachers play an important role in supporting the Induction Tutor to have these conditions in place:

Time: We know that time is a precious resource which is in short supply for everyone. The main vehicle of this programme is instructional coaching. Instructional coaching has the potential to have real impact on teachers but this is only going to happen if mentors and teachers have sufficient time allocated to be able to engage in this training. In accordance with the statutory guidance, teachers are required to receive a 10% reduction in their timetable in their first year and a 5% reduction in their second. This time off timetable should be used to specifically enable ECTs to undertake activities in their induction programme ([DfE, 2021](#)). It is also vital that the mentors have enough time to carry out their role effectively. On this programme, it is recommended that mentors have one hour off timetable, or equivalent, to support one ECT.

SLT and Head Support: Having sufficient time allocated on teachers' and mentors' timetables is also reliant on support from the Senior Leadership team (SLT) and, ultimately, the headteacher. Headteachers have the agency to ensure that the Induction tutor is supported amongst their SLT and the wider school body. By championing the programme and supporting the Induction Tutor to communicate the programme rationale and the benefits of the programme to staff, Headteachers can ensure that the Induction tutor successfully embeds the programme within schools.

School Culture: Teachers thrive and perform better when working in supportive environments (Kraft and Papay, 2014). The school culture will have an impact on how the teachers and mentors view this programme. Having the support of SLT will help ensure that the programme is recognised as a priority within the school which, in turn, can help teachers and mentors see the value in the training and feel valued and supported within their school. For example, if SLT members communicate the great work which mentors are doing as part of their instructional coaching sessions, this will help the mentor feel valued in their role.

Mentor/ Teacher relationship: A positive working relationship between mentor and teacher is essential in order for the training to be effective. Contracting at the start of the coaching relationship has been found to be helpful to both parties as it establishes the foundation of the working relationship. Headteachers can support the Induction Tutor to oversee and support both mentors and teachers to ensure that this relationship remains effective throughout the programme. This can result in both mentors and teachers feeling supported.

Mentor mental model: Mentors are the beating heart of the programme. It is important for mentors to have developed mental models of what expert teaching is and to develop their mental models of effective mentoring. Mentors need to take the learning from the programme, contextualise it for their teachers and support the teachers to apply the theory into practice. It is helpful for headteachers to have a good understanding of the mentor role so that support can be provided to Induction tutors who will provide more in-depth support to mentors. Induction tutors support mentors to understand their role and the instructional coaching process, when needed.

While we know that sometimes mentors may fulfil dual roles for ECTs (they may be their mentor on this programme, as well as contribute to assessing the ECT against the teacher standards), it is important for all programme stakeholders to understand the distinction.

We shouldn't implement change as a one-off event but rather as a process. This process requires planning and creating an environment which is conducive to good implementation (EEF, 2019).

Headteachers have the opportunity to support induction tutors to embed the enabling conditions required to create this environment where the programme can be successfully implemented.

In terms of logistical support, it would be helpful for headteachers to:

- Liaise with the person in charge of timetabling and the Induction tutor to understand what support they need from headteachers and SLTs so that mentors and teachers have time allocated within their timetables to engage with the programme.
- Provide the Induction tutor with enough time within their own workload to monitor and track engagement and the quality of coaching within the programme.
- Support the Induction tutor to communicate the rationale of the programme and its importance to all staff, so that everyone is aware of what is being implemented and support them to see the programme as a benefit to their school and to their pupils.
- Support the Induction tutor to support and praise teachers and mentors who are engaging well with the programme.



Tight-but-loose

Background:

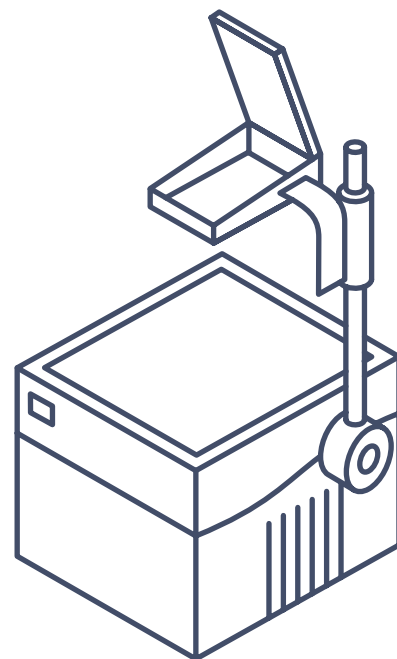
This document sets out what we mean by tight-but-loose, why it is important and what it means for the way we manage programme design and development at Ambition Institute.

What is tight but loose?

The term originated in a paper Dylan Wiliam presented at and AERA conference. [The full paper can be found here](#). He writes that 'The Tight but Loose formulation combines an obsessive adherence to central design principles (the "tight" part) with accommodations to the needs, resources, constraints, and particularities that occur in any school or district (the "loose" part), but only where these do not conflict with the theory of action of the intervention' (Wiliam, 2007). For our programmes, the terms 'school' and 'district' can be thought of to mean school, trust or DP.

Why is the concept important?

A 'tight but loose' approach supports decision making around programme adaption, to protect both fidelity to the ECF framework and fidelity to what we know about the programme is (likely) leading to impact. The framework outlined in this document uses our 9 curriculum principles to scaffold decision making. This will mean that – whilst there may be amendments or adaptations to the programme - we can ensure programme aims and impact can still be realised.



Ambition curriculum principles

1: Expertise - We focus on building expertise through Professional Development

- We care about improving pupil experiences and outcomes. Evidence suggests the best way to achieve this is by building educator expertise.
- Expertise is about having great impact. This arises from superior performance, which is the result of expert mental models.

2: Mental models - We build expertise by developing mental models for specific roles

- Mental models are what educators know and how that knowledge is structured to guide their action.
- Mental models are best organised around the core tasks that someone faces in their role. As a result, expertise is highly domain specific.

3: Evidence - We supplement experience with insights from research

- Teaching and leadership are highly complex tasks. They are hard to figure out via trial & error alone. Experience is necessary but not sufficient.
- As a result, our programmes lean hard on evidence from research and avoid 'discovery' approaches to learning.

4: Sequencing - We sequence ideas and experiences carefully to build on each other

- What we can learn is heavily influenced by what we already know. We sequence our programmes to build on prior knowledge.
- We also build flexibility into our programmes so content can be tailored to individual needs, and exemplified for different phases, subjects and settings.

5: Translation - We provide examples of what theory looks like in practice and support to achieve this

- Sometimes it can be hard for participants to envision what research 'looks like' in practice. We provide multiple examples of content across a range of phases, subjects and settings.
- We also break down our examples to help participants see which features are the most important to replicate.

6: Deliberate practice - We provide opportunities for practice and feedback

- If educator behaviour doesn't change, then our programmes won't have impact. We ensure that ideas are translated into action by providing opportunities for practice.
- Where possible, we provide feedback alongside practice to help participants refine their approach.

7: Habits - We make change stick through habits and routines

- School life is mentally demanding, and so teachers and leaders rely heavily on habits and routines.
- Our programmes help participants to build habits and routines through retrieval, practice, and implementation intentions.

8: Motivation - We build motivation throughout

- The more motivated teachers and leaders are, the more they will improve.
- Our programmes boost motivation by breaking content down into manageable chunks, making people feel like they belong, and explaining the 'why' behind our decisions, and more.

9: Tight-but-loose - We are tight on the above and loose on everything else

- If we are consistent in implementing these eight key ideas, then we can be flexible in how we implement them. This can help accommodate variations in local contexts.
- We are careful that any adjustments made to the programme don't end up jeopardising curriculum principles 1-8.

Structural aspects we are tight on

Weekly, protected time for mentors and teachers to study, observe and meet. Note that meetings are fortnightly in year 2 of induction	Because instructional coaching needs intensive, sustained sessions for success (Kraft et al., 2018); mentors are required to have sufficient time for the role (DfE, 2021)
Time provided for mentors and teachers to attend facilitated training, both upfront and throughout the programme; attendance is monitored	Because successful use of instructional coaching requires trained coaches (Kraft et al., 2018); release time for training is funded .
Early career framework provision and induction assessment are separate	To ensure that mentoring conversations, including instructional coaching are supportive and purely developmental (DfE, 2021 , Kraft & Papay, 2014)
The programme (including self-study and coaching) starts at the beginning of the induction period	Because building effective routines from the start helps embed habits, and this is easier at a point when existing routines are disrupted (e.g. start of term)

Opportunities to flex the programme:

Time provided could be in different forms. Mentors and teachers might be released for a lesson and use this time to meet, or they may meet at a different time. Similarly, participants could be covered to allow for training attendance or, for evening training, released from duties or allowed to leave early on another day.



Programmatic aspects we are tight on

Teachers complete self-study (evidence summary, video & quiz) weekly in year 1 and fortnightly in year 2	Because spaced practice is more effective than massed practice (Dunlosky, et al., 2013)
Mentors observe their ECT(s) weekly, for approximately 15 mins. Note that observations are fortnightly in year 2 of induction	Because instructional coaching is context-specific and individualised – teachers are coaching on their own practice (Kraft et al, 2018); feedback is a vital mechanism within instructional coaching (Sims et al., 2021)
Mentors run a one-to-one instructional coaching session for each of their ECTs as part of a weekly mentor meeting (at least 45 min)	Because instructional coaching must be individualised to be effective (Kraft et al., 2018) and deliberate practice helps ECTs overcome the ‘knowing-doing’ gap
Mentors provide ECTs with feedback on progress towards the previous step.	Because feedback is a key component of deliberate practice (Deans for Impact, 2016) which is effective in building expertise (e.g. Ericsson et al., 1993)
Mentors set ECTs a bite-sized step each week, logged on Steplab. The step does not have to be new each week. Note that this will be fortnightly in year 2	Because deliberate practice is effective when focused on a specific area of practice (Deans for Impact, 2016)
Weekly steps must be taken from ECF content. These steps are provided on Steplab but can be edited to suit your context.	The content from the ECF is an entitlement for all ECTs and is based on research evidence; effective professional development is evidence informed (DfE, 2016)
Weekly steps must be based on content covered by the ECT in their self-study so far, but this does not have to be the current week’s content.	Because instructional coaching is effective when it allows teachers to build on existing mental models (Cohen et al., 2021)
Mentors provide a model of the week’s step in the coaching session.	Because modelling supports ECTs to understand what success looks like (Berliner, 1988) and is a vital mechanism of instructional coaching (Sims et al., 2021)
Mentors support ECTs to complete multiple cycles of low-stakes practice of the step in the coaching session.	Because low-stakes practice (rehearsal) is a vital mechanism of instructional coaching (Sims et al., 2021)

Opportunities to flex the programme:

- Observations could be done via video
- The mentor meeting could be divided into two meetings: 30 mins of instructional coaching and 15+ mins of other aspects of mentoring
- Mentors must record action steps on Steplab, but otherwise can provide as much or as little detail as is helpful
- Mentors can repeat the same step if needed
- Mentors can move on from steps if they judge this to be appropriate, even if ECTs have not met every success criteria
- Mentors can edit existing steps (pre-populated on Steplab) or create their own
- Providing pastoral support for ECTs might be done by another member of staff instead of the mentor
- As ECTs develop expertise (most likely in year 2 of induction), they may be able to begin to identify their own next steps

Could your colleagues benefit from an NPQ?

Help us get the word out. We're looking for more teachers and leaders like you to join our upcoming NPQ cohorts.

With funding still available, your colleagues can start their NPQ and take advantage of free, evidence-informed CPD. You can register your school's details below or pass the link on to your colleagues.

