



Early Career Framework Securing High Engagement

DELIVERING HIGH-QUALITY TEACHER TRAINING AND DEVELOPMENT ACROSS RYEDALE, SCARBOROUGH AND YORK



Improving Mentor Engagement

Mentors say they are too busy

- Observations are only 10-15 minutes—try using video?
- Coaching should last 30-45 minutes—is sufficient time given?
- Funding is allocated to give mentors dedicated time.
- Do the ECT and Mentor have a dedicated weekly slot (Y1) or fortnightly (Y2)?

Improving Mentor Engagement

Mentors don't think the steps are right for their ECT

- There are 100s of steps set at different levels of challenge
- Remind mentors they are seeking mastery of the ECF curriculum
- Remind mentors how to create personalised steps

Improving Mentor Engagement

Mentors are not recording their coaching on Steplab

- On this programme, it must be recorded on Steplab.
- Do they need more training/ a refresher? Just ask!
- Use praises and nudges to remind mentors to keep on top of this.

Improving Mentor Engagement

Mentors are absent from work

If the mentor is absent from work, the induction tutor can make themselves mentor on Steplab and take over the coaching cycles until the mentor returns.

If the mentor absence is likely to be long term, a new mentor should be assigned.



Mentors can book a 1:1 meeting with Catherine, our ECF lead, at any time.

Email:

cmatthewman@ahs.pmat.academy

Improving Mentor Engagement

Mentors are using coaching time for other things

Planning school visits, setting up classrooms, preparing for open evenings are often new for ECTs. Although these are important, they are not part of the ECF curriculum and so cannot be used to replace the weekly instructional coaching cycle.

Aim for 100%



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Improving ECT Engagement

ECTs say they don't have time

- Ensure ECT time is identified on their timetables
- Encourage ECTs to identify a set study time each week/fortnight
- Offer ECTs a quiet area to study in school
- Use 'nudges' and 'praises' to provide reminders and encouragement

Improving ECT Engagement

ECTs want to catch up in the holidays

- Ask mentors to encourage weekly study and to discuss the content with ECTs
- Remind ECTs what they know about cognitive overload and that study needs to take place in small, manageable chunks
- Encourage ECTs to protect their own wellbeing by using the holidays to recharge

Improving ECT Engagement

ECTs don't think they need it

- All teachers can 'keep getting better'
- Revisiting key learning is crucial to develop the mental models in the long-term memory
- Teaching is a nuanced profession—mastery takes time



ECT Self Study Expectations Year 1 Every week, working through the strands of Behaviour, Instruction and Subject

- Watch video (10 min)
- Read evidence summary (15 min)
- Do quiz & reflection (15 min)

Improving ECT Engagement

ECTs don't think the self-study matches their context

The Early Career Teachers' Programme is based on underlying features of effective practice, present in all contexts. It is the role of the mentor to provide the contextualisation between the self-study and practice in your individual setting.

Mentors can access additional support in the ECT Mentoring and Coaching Development Area in Steplab.



ECT Self Study Expectations Year 2 Fortnightly self study

- Complete outstanding Year 1 self-study modules
- Complete diagnostic quiz
- Revisit Y1 self study content
- Complete further reading and stretch modules suggested by quiz and/or mentor

Aim for 100%