Induction Tutor Support

ECT inbox
ect@atlp.org.uk

Website:
Induction Tutor - Arthur Terry Teaching School (atlp.org.uk)
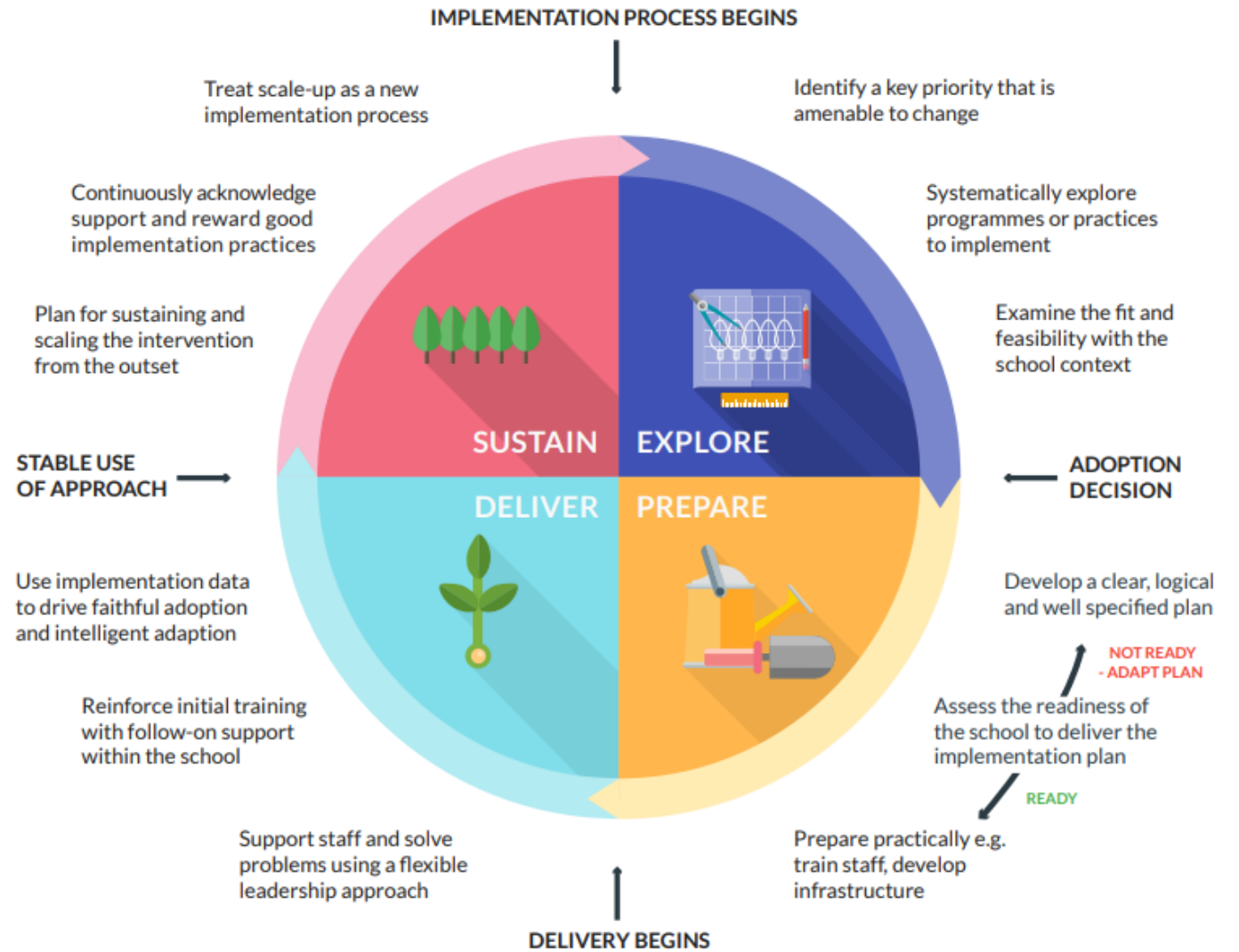
Induction Tutor Drop Ins this term.

Thursday 27th February: 3.45 – 4.45pm

Friday 14th March: 9.30am – 10.30am

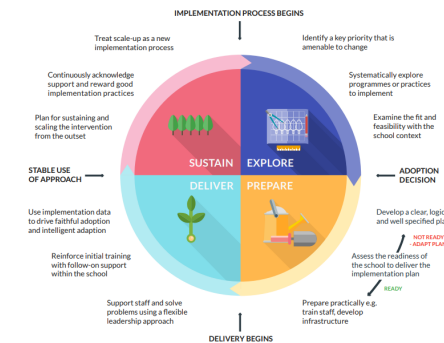**Thursday 27th March:** 3.45pm – 4.45pm

All meetings are on zoom: https://zoom.us/j/92134618583

Implementing a successful ECT programme in your school.

IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

Identify a key priority that is amenable to change

Continuously acknowledge support and reward good implementation practices

Systematically explore programmes or practices to implement

Plan for sustaining and scaling the intervention from the outset

Examine the fit and feasibility with the school context

STABLE USE OF APPROACH

SUSTAIN

EXPLORE

ADOPTION DECISION

DELIVER

PREPARE

Use implementation data to drive faithful adoption and intelligent adaption

Develop a clear, logical and well specified plan

NOT READY - ADAPT PLAN

Assess the readiness of the school to deliver the implementation plan

Reinforce initial training with follow-on support within the school

READY

Support staff and solve problems using a flexible leadership approach

Prepare practically e.g. train staff, develop infrastructure

DELIVERY BEGINS

Developing an effective and sustainable ECT programme

Explore. *Ongoing through the year.*

1. The statutory requirements. Appropriate Body
2. The ECF programme. What do ECTs and mentors do? How does the Induction Tutor support with this? When? Why? How?
3. How do other schools run their ECT programme? What works? What doesn't work?
4. Build awareness of the requirements with leaders and stakeholders in school. Develop a culture where everyone in school supports ECTs.
5. Audit current mentor provision. Who are our 'trained' mentors? Identify new mentors.

Prepare. *June and July.*

1. Approach new mentors. Explain what they will gain from mentoring.
2. Register ECTs with an AB and on the DFE portal.
3. Check the ECT's timetable is suitable and meets the AB requirements including % reduction.
4. Add dates for ECF training sessions to the school calendar. Support ECTs and mentors to arrange cover.
5. Visit our website for FAQs, event dates and more information about the programme.

Deliver. *September onwards*

1. Log into the EDT portal and explore the content.
2. Check all ECTs and mentors can access the EDT portal.
3. Launch the ECF programme with new ECTs and mentors.
4. Organise and deliver half-termly mentor briefing sessions, exploring the evidence base and effective mentoring strategies.
5. Regular lesson drop ins with ECTs. Encourage ECTs to observe other teachers and to use Iris connect.
6. Regular catch up with mentors. Encourage mentors to use scripting and rehearsal in their meetings.
7. Fortnightly engagement check on the EDT portal. Are the ECTs and mentors completing their self study on an ongoing basis? Follow up any concerns.
8. Complete AB progress reviews / final assessments.

Sustain. *Ongoing through the year*

1. How effective is our provision? QA of mentor meetings to share best practice and identify next steps.
2. ECT and mentor voice. What's working? What needs to be tweaked?
3. Identify next steps and possible gaps for each ECT. What additional support and training do they need from their mentor and from the Induction Tutor?
4. Develop mentor buddy system. New mentors are supported by previous / more experienced mentors.
5. Build capacity. Offer a shadowing opportunity to a member of staff who has completed the NPQLTD to support you as Induction Tutor.

Session outcomes

1. **Deliver.** **Fortnightly engagement checks**
- How, why?
- What happens if my ECT or my mentor is behind with their self-study?

2. **Deliver.** **Regular catch up with mentors**
- What knowledge and skills are my mentors developing in their training sessions?
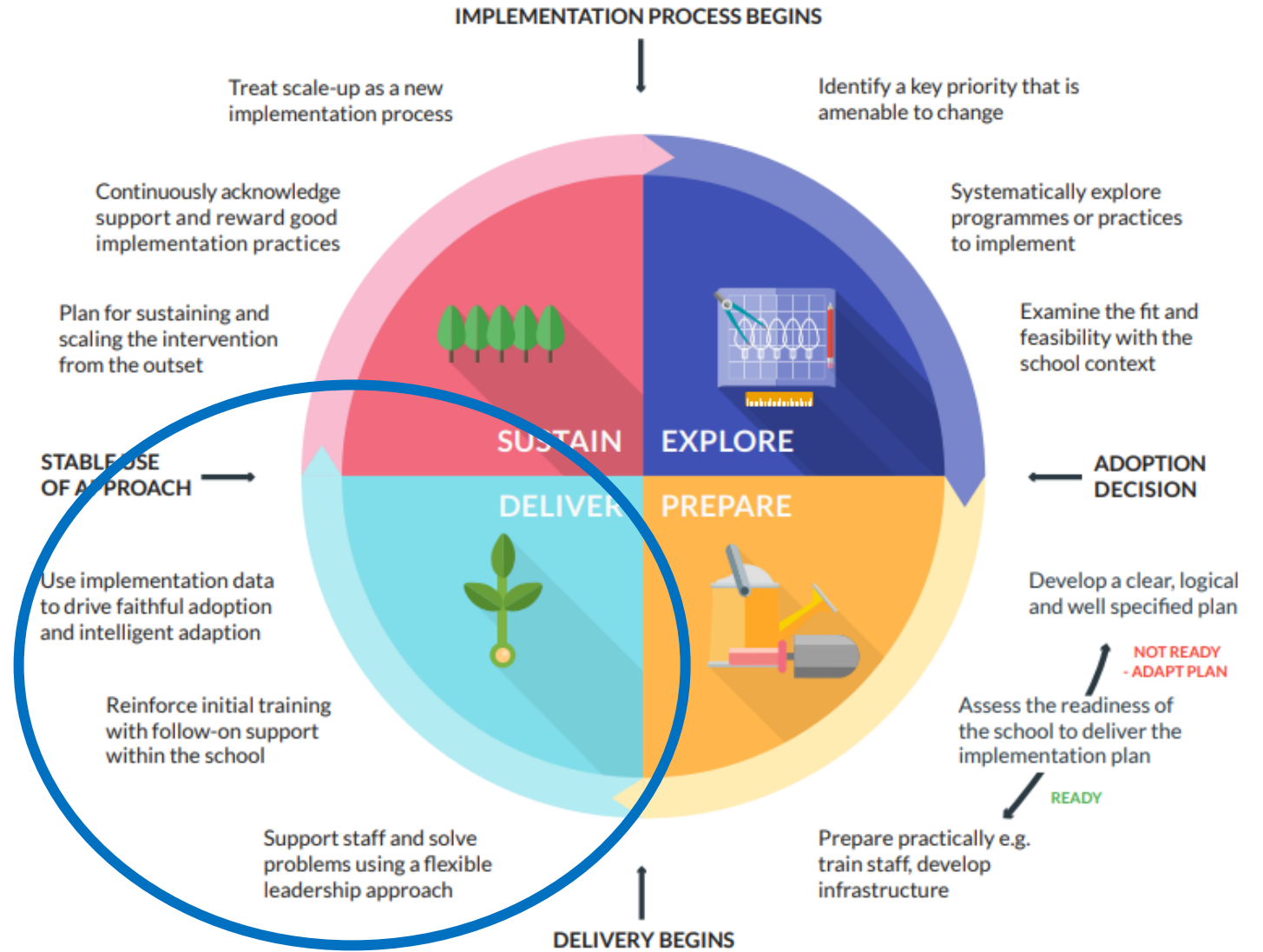- What should mentor meetings look like?

3. **Sustain.** **How effective is our provision?**
- ECT and mentor voice. What's working? What needs to be tweaked?
- Opportunity to share best practice and identify next steps.

4. **Sustain**
- Shadowing opportunities.

Engagement Checking and Monitoring
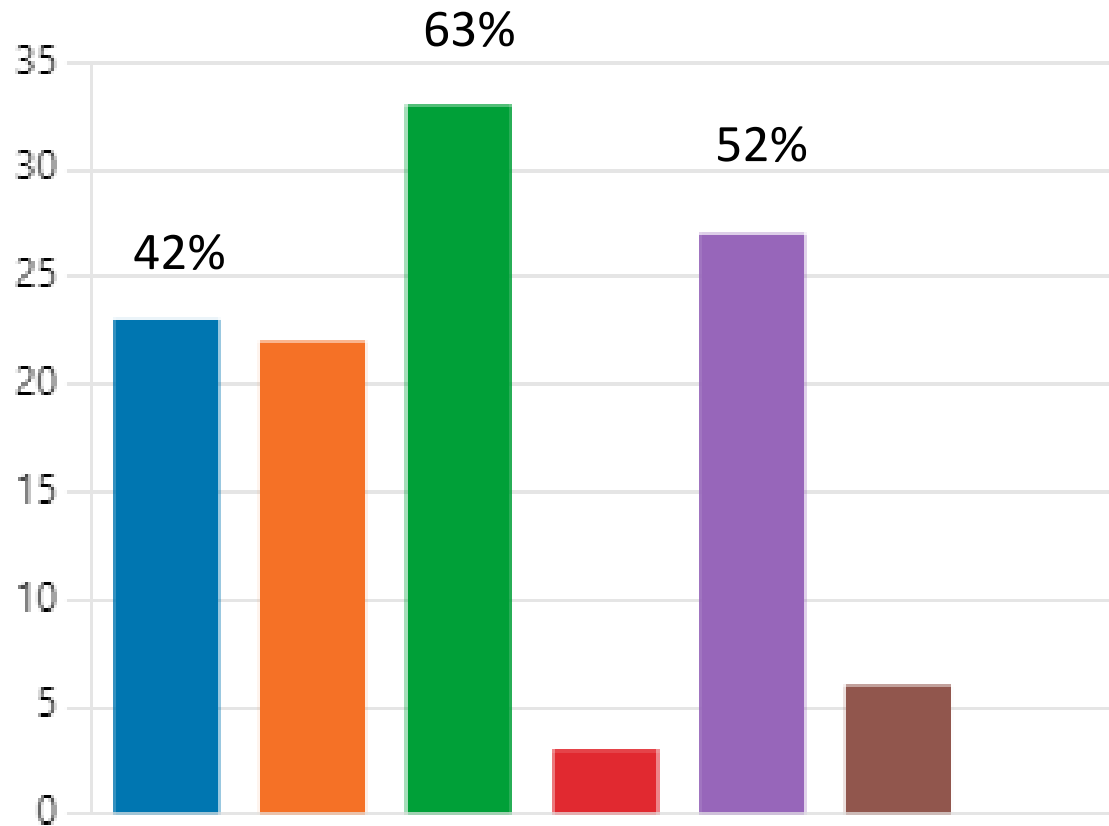
How do you monitor engagement with the programme?

- **I regularly check the portal.**
- I meet with my ECTs regularly.
- I liaise with my mentors regularly.
- I meet with my mentors at the start of each block.
- I conduct informal lesson drop-ins
- I wait for an e-mail from the Arthur Terry team.
- I don't have enough time to do this.

Mentors: A Complex Picture!

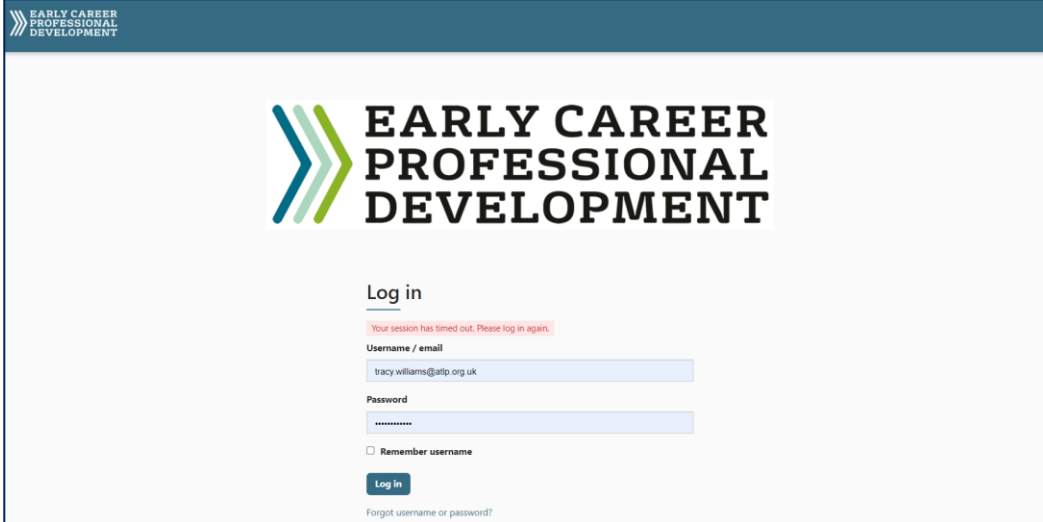|		
New Year 1 ECT being mentored by a **New Year 1 mentor**	ECT starts at block 1 Mentor starts at block 1	ECT and mentor **in sync.**
Year 1 / Year 2 ECT being mentored by a **New Year 1 mentor**	ECT continues to work through the content as before. Mentor starts at block 1 Mentor also accesses the relevant ECT block content for their weekly meetings through the tiles.	ECT and mentor **not in sync.**
New Year 1 ECT being mentored by an **Existing ECF mentor**	ECT starts at block 1 Mentor continues to work through their own mentor content as before. Mentor also access the ECT block 1 content for their weekly meeting through the tiles.	ECT and mentor **not in sync**
Transferring ECT being mentored by an **Existing ECF mentor**	ECT picks up the content at the appropriate point based on point of transfer. Mentor continues to work through their own mentor content as before. Mentor also accesses the relevant ECT block content for the mentor meeting from the tiles.	ECT and mentor **not in sync**
New ECT / Transferring ECT being mentored by a **fully trained mentor**	ECT starts at block 1 / picks up content at the appropriate point. There is no self-study content for the mentor to work through. Mentor accesses the relevant ECT block content for the weekly meeting through **explore** in the top menu bar. * Check whether they need the 23-24 content or the 24-25 content.	ECT and mentor **not in sync**

Fortnightly engagement checks

You can see the engagement of all of your ECTs on the EDT portal. Bookmark the page.

Early Career Framework: Log in to the site (eddevtrust.com)

Watch the video:

Course: Help & Support, Embedded: Activity Completion Reports

Engagement Checking and Monitoring

When are the Engagement milestone dates?

25th March 2025 at 9am

18th July 2025 at 9am

What happens if my ECT / Mentor is behind with their self-study?

What happens if my ECT / Mentor is ahead with their self-study?

Mentors: CPD Programme Overview

Training Session 1: 3 hours Term 1

How to use the EDT portal?

What's the difference between mentoring and coaching?

Am I a mentor or a coach?

Introduction to the identify, learn and improve cycle

The importance of scripting, rehearsal and deliberate practice?

Exploring Blocks 1 and 2

Training Session 2: 2 hours Term 2

How to find educational research?

How to be a critical consumers of educational research?

How to support an ECT to develop their practice in one specific area?

Exploring Blocks 3 and 4

Training Session 3: 2 hours Term 3

Reflection.

How have your knowledge and skills developed as a result of being a mentor?

What happens when the identify, learn and improve cycle doesn't work?

How to have a challenging conversation with your ECT in order to develop their practice.

Exploring blocks 5 and 6

Mentors: CPD Programme Overview

Year 2

All sessions in Y2 are one hour long

Training Session 4: Term 4
Deepening the ECF Evidence Base
Structuring Feedback
ECT Next Steps for Year 2

Exploring Blocks 7 & 8

Training Session 5: Term 5
Critical Consumers of Research Evidence
**Literacy Vignettes**

Exploring Blocks 9 & 10

Training Session 6: Term 6
Self Evaluation
Peer Coaching for Mentoring Next Steps
ECT Next Steps – Further Professional Development
Exploring Blocks 11 & 12

What should mentor meetings look like?

- Clear rapport between the ECT and the mentor.
- Evidence of planned content being used.
- Reference to the evidence base. Opportunity for the ECT to discuss and explore what they have learned during their self-study.
- Skilled questioning from the mentor to check for understanding and develop thinking
- Links made between the evidence base and classroom practice.
- An opportunity for deliberate practice. Scripting, rehearsal, joint planning with narration of thought process.
- Next steps discussed.
- Opportunities for informal learning walks / use of iris explored.

Sustaining the programme and building capacity
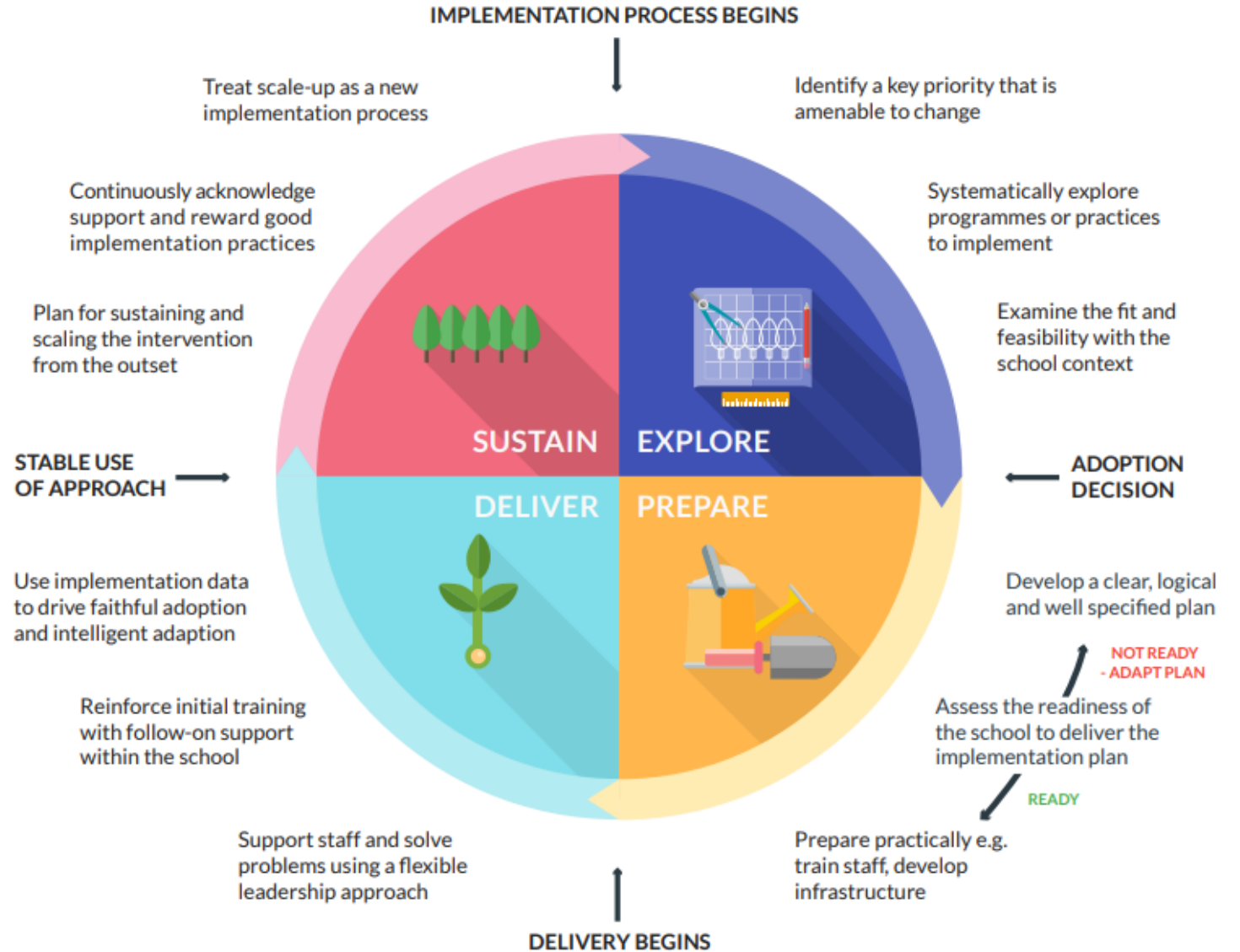
- Shadowing opportunities: build capacity. Offer a shadowing opportunity to a member of staff who has completed the NPQLTD to support you as Induction Tutor.

- ECT and mentor voice.   What's working? What needs to be tweaked?

- Please share best practice with us so we can feed this into our support for Induction Tutors moving forward.

Change is Coming!

The Government is planning changes for 2025 with a full review of the ECF planned for 2027.

1. A new name – Early Career Teacher Entitlement (ECTE)

- Like the ECF, the ECTE will provide a two-year period of support and training for early career teachers (ECTs).

- It too will include a training programme, mentor support, time off timetable for training and mentoring activities, regular progress reviews and assessment with expert colleagues

- From September, "the training requirement for new mentors will be shortened from two years to one year in order to reduce mentor workload".

- The DfE said changes introduced in September 2025 would focus on improving "mentor workload, flexibility, and contextualisation".

Any Questions?

Next Induction Tutor Development Forum

Thursday 10th April – 3.45pm – 4.45pm

How to support an ECT not on track.

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