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Department
for Education



Teach First

Strengthening

foundations

EARLY CAREER FRAMEWORK
INDUCTION | MENTOR WORKBOOK



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Pause points

Pause point 1

What would you consider to be your strengths as a mentor?

What would you like to find out about your ECT and their background in teaching?

Pause point 2

How do your previous experiences of mentoring or coaching relate to the instructional coaching model?

What actions will you take in the immediate term (days/weeks) to foster a culture of practice?



Pause point 3

Take some time to reflect on the whole day and note down some thoughts on the following questions:

Backward: What experiences have you drawn upon during the Induction?

Inward: What did you learn about yourself?

Outward: How will this influence your work with your ECT?

Forward: What change could you enact in the immediate term (days/weeks)?



The Teach First Early Career Framework programme

You can write any notes from this session in the spaces provided below. You don't need to write down everything just what you think to be significant information.

The ECF programme

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Roles and responsibilities

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Support for mentors

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Year 1 programme and structure

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The Teach First Early Career Framework

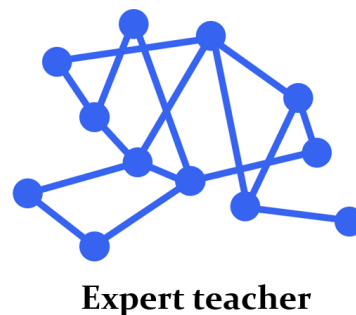
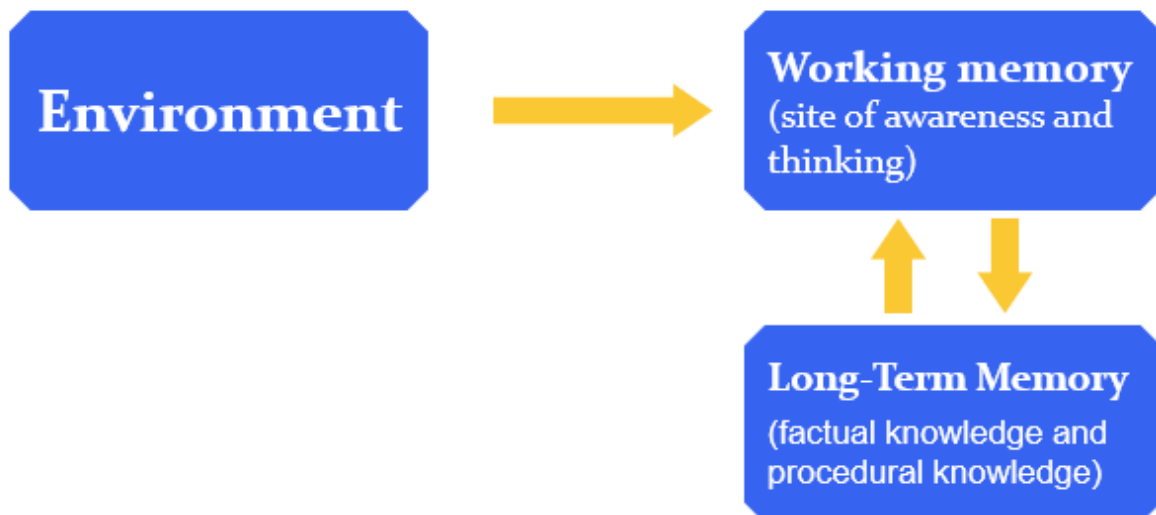
While you watch the video, make a note of any words, themes, or phrases that resonate with you.

From novice to expert

An effective mentor is...

Learning and your ECT

Use the space below to make any notes on Willingham's Simple Memory Model and the differences between the mental models of novice and expert teachers.



A model of teacher development

Novice

'Textbook' knowledge
Needs close supervision

Beginner

Working knowledge of key aspects of practice
Limited situation perception

Competent

Good working and background knowledge
Able to achieve most tasks using own judgement

Proficient

Deep understanding of discipline
Achieves high standards routinely

Expert

Intuitive and holistic grasp of situations
Achieves excellence with ease



Non-example and example

Non-example:

Students were engaged throughout the lesson. You could see this when they attentively repeated the key vocabulary words at the beginning. Students also appeared engaged when creating the WANTED Poster for Miss. Nelson. Lots of smiling faces during that task!

Example:

You identified target vocabulary at the beginning of the lesson and students appeared attentive throughout that part. However, if your aim was to build deeper understanding of those words through the subsequent task, I was left wondering whether or how that was achieved. For instance, having students create a WANTED poster for Miss. Nelson didn't direct their attention to the vocabulary from the story. I'd like us to work together on a plan for how to reteach this section, including a modified task that would focus student attention more intentionally and deeply on those target words.



Instructional Coaching and Deliberate Practice

What is your understanding of Instructional Coaching?

Instructional Coaching Model

As each stage is broken down, make notes in the table to capture the key components necessary for the effective use of the model.

| Instructional Coaching Model | |
|------------------------------|--|
| Praise | |
| Probe | |
| Precise actions | |
| Plan | |
| Practice | |



Culture of Practice

As you listen to the conversation between Alex and Alice, write down any strategies mentioned that support the establishing of a positive culture of practice.

| A culture of practice |
|-----------------------|
| |

Practice in action

As you watch the Alex and Alice engaged in a practice cycle, identify the different steps within the stage of deliberate practice when they occur.

Are there any aspects of the practice that you liked or disliked?



Improving Instruction

Gathering evidence from a drop in observation – Part 1

After watching the clip and considering what you learn about the teacher's practice, you are now going to consider the praise and probe sections of the model. Complete the table below, writing down what you would say to praise the teacher and what questions you would ask to probe development areas.

| Prompt to support | Mentor notes |
|--|--------------|
| Praise | |
| <ul style="list-style-type: none">• Make it specific, not lavish.• Link it to the impact on the pupils.• Reference previous targets and progress towards them: <i>"I noticed you did.../ I noticed when..."</i> | |
| Probe | |
| <ul style="list-style-type: none">• Pose questions that will guide your Early Career Teacher to identify an area of development• Reference data and evidence: <i>"What were you wanting to develop...How could you approach this differently...What did you notice when..."</i> | |
| Experienced mentors: Precise Actions | |
| <ul style="list-style-type: none">• 1 – 3 Highest leverage actions• Actionable actions• Precise actions• Consider the 'how' as well as the 'what' | |

Gathering evidence from a classroom resource – Part 2

Look at the classroom behaviour chart on the slide, read the scenario below and then complete the table as before.

This is an example of a behaviour system used in a school by a teacher. It is called “good to be green” where the children move their own cards based on the amount of warnings they have. The stages are:

1. Verbal warning; 2. Green card turned on its side; 3. Yellow card; 4. Red card and phone call home to parents.

The teacher has discussed with you that it has had some success with the number of red and yellow cards decreasing. They share with you that they reward the children every half term with a treat that is usually sport related. Contact is made with parents and carers for the children who are on red cards and the teacher has decided to allow the children who are on green to select the treats that the class can vote on at the end of each half term. Only two children were unable to take part in the treat which was an improvement for the last half term.

| Prompt to support | Mentor notes |
|---|--------------|
| Praise | |
| <ul style="list-style-type: none"> • Make it specific, not lavish. • Link it to the impact on the pupils. • Reference previous targets and progress towards them: <i>“I noticed you did.../ I noticed when...”</i> | |
| Probe | |
| <ul style="list-style-type: none"> • Pose questions that will guide your Early Career Teacher to identify an area of development • Reference data and evidence: <i>“What were you wanting to develop...How could you approach this differently...What did you notice when...”</i> | |
| Experienced mentors: Precise Actions | |
| <ul style="list-style-type: none"> • 1 – 3 Highest leverage actions • Actionable actions • Precise actions • Consider the ‘how’ as well as the ‘what’ | |



Mentoring to develop strong relationships

Your experiences of mentoring

Take a few moments to think about a time you have been mentored or coached, or a time you have acted as a mentor or coach.

To what extent did you dedicate time to discussing how you would work together?

Do you feel the time you spent discussing how you would work together was successful?

Great expectations

Please read the following scenario and the following reflection questions:

James has joined teaching for a new challenge after working a desk job at a large engineering firm. With teachers in the family, he knew teaching would be difficult but did not anticipate it to be so demanding. He will be joining a new school following the completion of his training.

Rob is mentor to James. Rob has been provided with a summary of James' training year which conveys a sense that he found his training year particularly difficult. Rob is highly organised and attends their weekly meetings but has concerns about James' suitability to teach. Rob considers the first year of teaching to be a rite of passage for all teachers, and if he found his training year tough, just what will James make of his first and second years of teaching?

James is very conscientious and firmly believes if he continues to work hard, he will be able to make it, staying late at school and working in the evenings and through Sunday afternoon. However, by the end of Autumn term he is completely exhausted and is unable



to recognise the progress he has made. Over the holiday, he speaks with his friends and former colleagues. He makes up his mind to return to engineering.

Now, imagine James' mentor is another member of staff - Arvi. She had a very difficult training year with a fractious relationship with her mentor. She suffered from imposter syndrome, often questioning whether she was the best person to be at the front of the classroom. Early in her career, she often questioned whether she was cut out for teaching but had built a good support network with other teachers in the school. She remained resilient and is now a middle leader. She believes in creating the conditions for all teachers to thrive, not survive, at the start of their career. She is hugely supportive of teacher development in her school, attending weekly mentor meetings as well as supporting an Assistant Headteacher's group for trainee teachers and Early Career Teachers.

a) How might the expectations of Rob and Arvi influence James and their relationship?

b) Could James' departure from teaching be prevented?



Honesty is the best policy

A reminder of suggested questions from Week 1 of the Mentor Programme Guide for (page 27):

- 1. What do you need from me for this process to work well? What I need from you is....*
- 2. I really appreciate it when colleagues...*
- 3. What is the best way for us to regularly communicate? (e.g., email, in person, text).*
- 4. When are we happy to be communicated with/when are we not?*
- 5. What is the best time for us to schedule our interactions?*
- 6. What have you previously found effective in a mentor/mentee relationship?*
- 7. How can we ensure that drop-in observations are a positive and effective experience?*

Is there anything else you would discuss or agree with your ECT to establish an open and honest relationship?



Building trust

| Quality | Impact on ECT | Mentor Actions |
|---|---|---|
| Respect – recognising the value of others, listening to their concerns, and using them to determine outcomes | Feeling respected, valued, and heard within the school community. Embrace mentoring relationship as developmental. | <ul style="list-style-type: none">• Recognise ECT as professional, supportive, and collaborative approach• Active listening and body language.• Respect and recognise differences.• Disagreeing (Links to future session)• Challenging disrespect |
| Personal regard – showing care in both professional and personal capacity to all colleagues | Gain confidence in the mentoring process. Reduced vulnerability and strengthen social affiliation. | |
| Integrity – Demonstrate consistency between words and actions, which reflect morals and values. | Feel safe, confident and recognise importance of values and morals in teaching. | |
| Competence – Reliably meeting expectations and being someone who can be counted upon. | Recognise their mentor as valuable tool for development. | |

Blake (2020) adapted from Bryk & Schneider (2002)



Understanding Brightspace and your assessment

True or False?

| | | |
|---|-------------|--------------|
| 1. Any kind of repeated exposure to information makes it more likely the information will be moved into long-term memory. | <i>True</i> | <i>False</i> |
| 2. Information you want to remember is more likely to make it into your long-term memory. | <i>True</i> | <i>False</i> |

Using Brightspace to support your ECT

Use this space to write down any notes relating to how you can use Brightspace to support your ECT.

| Overview videos | In depth knowledge |
|-----------------|--------------------|
| | |
| ECT materials | ECT submissions |
| | |



What is the Mentor Assessment?

Use this space to write down any notes relating to the Mentor Assessment.

The Mentor Assessment principles

How could each principle be applied to mentoring and mentor actions?

Principle 1: Managing the Learning Load

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Principle 2: Connecting the Dots

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Principle 3: Deepening Meaning and Learning

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Principle 4: Practicing with Purpose

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Principle 5: Creating a Motivating Environment

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