

Early Career Framework (ECF) Mentor Training Curricula

This content has been shared by Department for Education for use by accredited Initial Teacher Training (ITT) providers.

The department agreed in the [Government response to the ITT review report](#), recommendation 5, that, from September 2024, the minimum initial training time for mentors will be 20 hours. Accredited ITT providers are responsible for designing a suitable full training curricula for mentors that meet the minimum time requirements, as set out in the new Quality requirements which will be incorporated into the 2024/25 ITT criteria and supporting advice.

ITT mentor training curricula should be underpinned by evidence and supported by a lead mentor or mentor leadership team. Accredited ITT providers should ensure that their mentor training aligns with the CCF and the trainee curriculum.

Accredited ITT providers may take into consideration any prior learning that mentors might have completed, including as an Early Career Framework (ECF) mentor to avoid unnecessary repetition of training.

With thanks to the current ECF providers, this document has been created to provide summarised content of their ECF mentor training curriculums. These ECF mentor training curriculums cover 36 hours over two years. This content is owned by the ECF providers.

This document is a resource for accredited ITT providers to help assess prior learning of trainees when developing their own ITT mentor training curriculum for ECF mentors.

With regard to training ITT mentors on their approach to mentoring, the CCF and the evidence which underpins it, accredited ITT providers should consider what ECF training the mentor has already completed. As the CCF and ECF have the same 'learn that' statements and evidence base, ECF mentors may already have been trained in some aspects of the provider's ITT mentor curriculum. Accredited ITT providers should consider this and adapt the ITT mentor training accordingly for those who have completed ECF mentor training. This may result in a reduction in the total hours of training required for the ITT mentor. In all cases, Accredited ITT providers should provide training to mentors to ensure they have sufficient understanding of the trainee curriculum. While prior learning from ECF mentor training may reduce the training hours for an ITT mentor, it cannot replace the ITT mentor training requirement.

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UCL ECT Mentor Development Programme Overview

Mentors are supported in their role throughout the Programme, and principally via the weekly (in Year 1) and bi-weekly (year 2) mentor meeting resources. Other than that, the explicit mentor development programme rests mainly in two locations: mentor self-directed study; and facilitated sessions (annual conference and online learning community [OLC]).

| When | What – Session Title | Learning Objectives | Key texts |
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| Year 1 conference Year 1 Autumn 1 | Introduction to the UCL ECT Mentor Development Programme | <p><i>To support you in knowing...</i></p> <ul style="list-style-type: none"> Who your Lead Provider is What the Early Career Framework is How the UCL Early Career Framework Programme supports Early Career Teachers (ECTs) How the programme is structured including sequence, modules and sessions How we will support your learning on the programme | |

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| | | The key features of our approach to mentoring | |
| Module 1 Year 1 Autumn 1 | | <p>You will begin to consider what your role as a mentor involves, and the key qualities for effective mentoring.</p> <p>You will start to look at the concept of ONSIDE mentoring.</p> | <p>(Hobson, A., Maxwell, B., Stevens, A., Doyle, K. and Malderez, A. (2015) <i>Mentoring and Coaching for Teachers in the Further Education and Skills Sector in England</i>. Full Report. Available online.</p> <p><i>Hobson, A.J. (2016) Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2, pp. 87-110</i></p> <p><i>Hobson, A.J. and Malderez, A. (2013), "Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education", International Journal of Mentoring and Coaching in Education, Vol. 2 No. 2, pp. 89-108</i></p> |
| OLC 1 Year 1 Autumn 1 | How can I be an ONSIDE mentor? | <p>Understanding the role: mentoring an ECT</p> <p>Understanding the principles of ONSIDE mentoring</p> <p>Relating the ONSIDE principles to your current practice and your role as an ECT mentor</p> <p>Creating an open and trusting relationship with your mentee</p> | <p>Hobson, A. J. (2016) <i>Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2, pp. 87-110.</i></p> <p>Hobson, A.J. & McIntyre, J. (2013) <i>Teacher Fabrication as an impediment to professional learning and development: the external mentor antidote</i>, Oxford Review of Education, 39.3, 345-365.</p> |

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| | | Potential tensions of mentoring / assessing | |
| Module 2 Year 1 Autumn 2 | | <p>You will consider the key elements of a learning conversation.</p> <p>You will reflect on how these elements apply to your mentor meetings with your ECT.</p> | <p>Stoll, L., "Stimulating Learning Conversations" (2012)</p> <p>Mentoring in Action: A Practical Guide, Megginson & Clutterbuck, 2006</p> |
| OLC 2 Year 1 Spring 2 | <p>When should I challenge?</p> <p>When should I support?</p> | <p>How can ECT mentors ensure that their lesson observations are developmental rather than judgemental?</p> <p>How can mentors support their ECT?</p> <p>What do we mean by challenge?</p> <p>Why is challenge important in the mentoring relationship?</p> <p>How can mentors use challenge</p> | <p>Hobson, A.J. (2016) Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 5 No. 2</p> <p>"Mentoring" by Wallace and Gravells (2007, 2nd edition, pp 53-55 ISBN 978-84445-102-9)</p> |

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| | | appropriately with their ECT? | |
| Module 3 Year 1 Spring 1 and 2 | | <p>You will consider how observation can contribute to the development of your ECT.</p> <p>You will reflect on how you can use feedback effectively.</p> <p>You will consider the role of support and challenge in the mentoring relationship</p> <p>You will reflect on how these elements apply to your mentor meetings with your ECT</p> | <p>“Judgementoring and how to avert it: introducing ONSIDE Mentoring for beginning teachers” (Hobson, 2016)</p> <p>Hobson, A.J. and Malderez, A. (2013), “Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education”, International Journal of Mentoring and Coaching in Education, Vol. 2 No. 2, pp. 89-108</p> <p>John Whitmore, Coaching for Performance, 2007, London: Nicholas Brealey.</p> <p>Daloz, 1986, Daloz, L. Effective teaching and mentoring: realizing the transformational power of adult learning (San Francisco, Jossey-Bass).</p> <p>“Mentoring” by Wallace and Gravells (2007, 2nd edition, pp 53-55 ISBN 978-84445-102-9)</p> |
| Module 4 Year 1 Summer 1 | | You will consider potential issues that might arise when mentoring your ECT. | Difficult Issues in Mentoring: Recommendations on Making the “Undiscussable” Discussable Janet Bickel, MA, and Susan L. Rosenthal, PhD, 2011, in Academic Medicine, vol 86, no. 10, October 2011:1231 |

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| | | You will reflect on how these issues can be resolved. | |
| OLC 3 Year 1 Summer 2 | Making feedback a learning conversation | <p>Reflect on your learning from self-directed study in Module 4 Week 1, and Module 5 Week 1</p> <p>Reflect on how you have applied the principles of ONSIDE mentoring this year so far</p> <p>Consider the concept of “educative mentoring” as you move towards Year 2</p> | <p>Hobson, A.J. (2016) Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 5 No. 2.</p> <p>Daly, C and Milton, E. (2017), ‘External Mentoring for new teachers: mentor learning for a change agenda’ <i>International Journal of Mentoring and Coaching in Education</i>.</p> <p>EEF Guidance Report, <u>Working with parents to support children's learning</u> (EEF 2018).</p> |
| Module 5 Year 1 Summer 2 | | <p>You will consider how ONSIDE mentoring can contribute to the wellbeing of your ECT</p> <p>You will reflect on other ways that you as a mentor can support your ECT’s wellbeing</p> | <p>Hobson, A.J. (2016:88) Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 5 No. 2, pp. 87-110</p> <p>Jessica Apsfors and Terese Bondas, 2013, Caring about caring, newly qualified teachers’ experiences of their relationships within the school community, <i>Teachers and Teaching</i>, 19:3, 243-259</p> |

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| <p>Year 2 conference July/September</p> | <p>Introduction to Year 2 of the ECT Mentor Development Programme</p> | <p><i>To support you in knowing...</i></p> <p>The benefits of engaging in practitioner inquiry</p> <p>How the practitioner inquiry approach will be used to deepen engagement with the ECF (<i>ECF Standards 8.1 and 8.7</i>)</p> <p>What educative mentoring is and how to draw on it effectively</p> <p>How to form an exploratory inquiry question which examines the impact upon pupils of normal practice (<i>ECF Standard 8a</i>)</p> <p>How to collect evidence about practice (<i>ECF Standard 8d</i>)</p> | <p>Daly, C and Milton, E. (2017), 'External Mentoring for new teachers: mentor learning for a change agenda' <i>International Journal of Mentoring and Coaching in Education</i>.</p> |
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| <p>OLC 4 Year 2 Autumn 1</p> | <p>How can I be an Educative mentor?</p> | <p>Educative mentoring and the role of the mentor in year 2 of the programme.</p> <p>Educative mentoring and learning conversations</p> <p>Supporting your ECT through Practitioner Inquiry</p> | <p>Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", International Journal of Mentoring and Coaching in Education, Vol. 6 Issue: 3, pp.178-195</p> |
| <p>Module 6 Year 2 Autumn 1</p> | | <p>You will reflect on your learning as a mentor from year 1 of the programme, including the principles of ONSIDE mentoring.</p> <p>You will start to look at the concept of "educative mentoring".</p> <p>You will familiarise yourself with the concept of "practitioner inquiry" which forms the basis for year 2 of the ECT programme.</p> | <p>Caroline Daly and Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", (International Journal of Mentoring and Coaching in Education, Vol. 6 Issue: 3, pp.178-195)</p> |

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| <p>Module 7 Year 2 Autumn 2</p> | | <p>You will re-visit the idea of a learning conversation from year 1 of the programme and consider how this fits with the concept of educative mentoring.</p> <p>You will continue to familiarise yourself with the concept of “practitioner inquiry” which forms the basis for year 2 of the ECT programme.</p> | <p>Caroline Daly and Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", (International Journal of Mentoring and Coaching in Education, Vol. 6 Issue: 3, pp.178-195)</p> <p>“Mentoring” by Wallace and Gravells, second edition, 2007)</p> |
| <p>OLC 5 Year 2 Spring 1</p> | <p>How can I better support the practitioner inquiry?</p> | <p>Develop your understanding of educative mentoring, and what this might look like in your own practice.</p> <p>Develop your understanding of the concept of practitioner inquiry and how you can support your ECT with the longer inquiry in module 8.</p> | <p>Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", International Journal of Mentoring and Coaching in Education, Vol. 6 Issue: 3, pp.178-195</p> |

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| Module 8 Year 2 Spring 1 & 2; Summer 1 | | You will re-visit the ideas about observation and feedback from year 1 of the programme and consider how this fits with the concept of educative mentoring. | Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", International Journal of Mentoring and Coaching in Education, Vol. 6 Issue: 3, pp.178-195 "Techniques for Coaching and Mentoring" (2016), Lancer, Clutterbuck and Megginson |
| OLC 6 Year 2 Summer 2 | How well did I do? Looking back over 2 years | Reflect on the programme as a whole Reflect on your own development as a mentor | Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", International Journal of Mentoring and Coaching in Education, Vol. 6 Issue: 3, pp.178-195 |
| Module 9 Year 2 Summer 2 | | Reflect on your learning as a mentor over the programme. Consider how to bring the mentoring relationship to a close. | Mentoring in Action, 2 nd edition, 2006, Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris Judith Penikett, Caroline Daly & Emmajane Milton (2018:4): A study of mentors in Wales 'coming to closure', Professional Development in Education |

Best Practice Network ECT Mentor Development Programme Overview

Best Practice Network will be updating their ECF mentor training content for September 2023, pending DfE approval.

| When | What - Session Title | Learning Objectives | Key Texts |
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| Year 1 – spread across the year based on ECMs needs | Mentor skills and knowledge – online self-study | Deep understanding of mentoring skills, the ONSIDE model and mentoring against standard 8. | <p>Specialist expertise</p> <p>Darling-Hammond L., Hyler, M.E., and Gardner, M., (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute.</p> <p>DfE (2020) National professional qualification frameworks</p> <p>Kraft, M.A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research, 88(4):547–588.</p> <p>Timperley, H. Wilson, A. Barrar, H. and Fung, I. Teacher professional development and learning, Best evidence synthesis. University of Auckland New Zealand Ministry of Education</p> <p>Expert-led conversations</p> <p>Darling-Hammond L., Hyler, M.E., and Gardner, M., (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute.</p> <p>DfE (2015) Standard for teachers’ professional development Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers</p> <p>DfE (2020) National professional qualification frameworks</p> <p>Sims, S., Fletcher-Wood, H., O’Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., Anders, J. (2021). What are the characteristics of teacher professional development that increase pupil achievement? A systematic review and meta-analysis. London: Education Endowment Foundation.</p> <p>A supportive environment</p> |

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| | | | <p>Cordingley, P, Higgins S, Greany T, Crisp B, Araviaki, E, Coe R, Johns P (2020) Developing great leadership of CPDL</p> <p>Darling-Hammond L., Hyler, M.E., and Gardner, M., (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute.</p> <p>DfE (2019) Teacher retention and recruitment strategy</p> <p>DfE (2020) National professional qualification frameworks</p> <p>Education Support (2020) Teacher wellbeing index</p> <p>Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. Educational evaluation and policy analysis, 36(4), 476-500.</p> <p>NEU (2021) The state of education: Staff workload, wellbeing and retention</p> <p>NFER (2022) Teacher Labour Market in England – Annual Report 2022</p> <p>Teacher development</p> <p>Department for Education (2015) Standard for teachers’ professional development Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers</p> <p>Education Endowment Foundation (2021) Effective professional development guidance report</p> <p>Education Endowment Foundation (2021) Effective Professional Development. The mechanisms of PD</p> <p>Golden thread</p> <p>DfE (2022) Delivering world-class teacher development</p> <p>DfE (2017) Justine Greening's vision for the teaching profession</p> |
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| | | | <p>DfE (2015) The Carter Review of ITT</p> <p>DfE (2021) Initial teacher training (ITT) market review report</p> <p>DfE (2019) Reducing teacher workload: Education Development Trust report</p> <p>DfE (2016) Standard for teachers' professional development Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers</p> <p>Perry, E., Owen, D., Booth, J., & Bower, K., (2019). The curriculum for initial teacher education: Literature review</p> <p>Walker, M. , Straw, S., Worth, J., & Grayson., J. (2018) Early career continuing professional development (CPD): research</p> <p>UCET (2022) Golden thread or gilded cage? An analysis of Department for Education support for the continuing professional development of teachers</p> |
| Year 1, Term 1 – First half | Induction | Understand the ECF, ONSIDE mentoring model, the importance of the mentor, programme and curriculum, preparing to succeed (Standard 8). | <p>(Hobson, A., Maxwell, B., Stevens, A., Doyle, K. and Malderez, A. (2015) Mentoring and Coaching for Teachers in the Further Education and Skills Sector in England. Full Report. Available online.</p> <p><i>Hobson, A.J. (2016) Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2, pp. 87-110</i></p> <p><i>Hobson, A.J. and Malderez, A. (2013), “Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education”,</i></p> |

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| | | | <p><i>International Journal of Mentoring and Coaching in Education, Vol. 2 No. 2, pp. 89-108</i></p> <p>Hobson, A. J. (2016) Judge mentoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2, pp. 87-110.</i></p> <p>Hobson, A.J. & McIntyre, J. (2013) <i>Teacher Fabrication as an impediment to professional learning and development: the external mentor antidote</i>, Oxford Review of Education, 39.3, 345-365.</p> |
| Year 1, Term 1 – First half | Module 1 ECM self- study | Understand the role of the mentor and using the ONSIDE mentoring model (standard 1 and standard 7). | <p>Hobson, A.J. (2016) Judge mentoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2</i></p> <p>“Mentoring” by Wallace and Gravells (2007, 2nd edition, pp 53-55 ISBN 978-84445-102-9)</p> |
| Year 1, Term 1 – Second half | Module 2 ECM self- study | Understand the role of the mentor and using the ONSIDE mentoring model (standard 2 and standard 3). | <p>Hobson, A.J. (2016) Judge mentoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2</i></p> |
| Year 1, Term 1 – Second half | ECM Regional Training event 1 | Reflect on impact of mentoring model in Induction (standard 8) and Module 1 (standard 1 and 7). | <p>Hobson, A.J. (2016) Judge mentoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education, Vol. 5 No. 2</i></p> <p>Stoll, L., “Stimulating Learning Conversations” (2012) Mentoring in Action: A Practical Guide, Megginson & Clutterbuck, 2006</p> <p>Mentoring in Action: A Practical Guide, Megginson & Clutterbuck, 2006</p> |

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| Year 1, Term 2 – First half | Module 3.1 ECM self- study | Understand the role of the mentor and using the ONSIDE mentoring model (standard 4). | “Judge mentoring and how to avert it: introducing ONSIDE Mentoring for beginning teachers” (Hobson, 2016 Hobson, A.J. and Malderez, A. (2013), “Judge mentoring and other threats to realizing the potential of school-based mentoring in teacher education”, <i>International Journal of Mentoring and Coaching in Education</i> , Vol. 2 No. 2, pp. 89-108 |
| Year 1, Term 2 – Second half | Module 3.2 ECM self- study | Understand the role of the mentor and using the ONSIDE mentoring model (standard 5). | Difficult Issues in Mentoring: Recommendations on Making the “Undiscussable” Discussable Janet Bickel, MA, and Susan L. Rosenthal, PhD, 2011, in <i>Academic Medicine</i> , vol 86, no. 10, October 2011:1231 |
| Year 1, Term 2 – Second half | ECM Regional Training event 2 | Reflect on impact of mentoring model in Module 2 (standard 2 and 3) and Module 3.1 (Standard 4) | John Whitmore, <i>Coaching for Performance</i> , 2007, London: Nicholas Brealey. Daloz, 1986, Daloz, L. <i>Effective teaching and mentoring: realizing the transformational power of adult learning</i> (San Francisco, Jossey-Bass). “Mentoring” by Wallace and Gravells (2007, 2nd edition, pp 53-55 ISBN 978-84445-102-9) |
| Year 1, Term 3 – First half | Module 4 ECM self- study | Understand the role of the mentor and using the ONSIDE mentoring model (standard 6). | Hobson, A.J. (2016) <i>Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. International Journal of Mentoring and Coaching in Education</i> , Vol. 5 No. 2. |
| Year 1, Term 3 – Second half | ECM Regional Training event 3 | Reflect on impact of mentoring model in Module 3.2 (standard 5) and Module 4 (Standard 6) | Daly, C and Milton, E. (2017), ‘External Mentoring for new teachers: mentor learning for a change agenda’ <i>International Journal of Mentoring and Coaching in Education</i> . EEF Guidance Report, Working with parents to support children's learning (EEF 2018). |

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| | | | <p>Hobson, A.J. (2016:88) Judgementoring and how to avert it: Introducing ONSIDE mentoring for use with beginning teachers. <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 5 No. 2, pp. 87-110</p> <p>Jessica Apsfors and Terese Bondas, 2013, Caring about caring, newly qualified teachers' experiences of their relationships within the school community, <i>Teachers and Teaching</i>, 19:3, 243-259</p> |
| Year 2, Term 1, First half | Induction | Understand the practitioner inquiry model and how this connects with the mentoring model. Understand Module 6 (standard 1 and 7) & 7 (standard 2 and 3) curriculum alongside mentoring model. | <p>Daly, C and Milton, E. (2017), 'External Mentoring for new teachers: mentor learning for a change agenda' <i>International Journal of Mentoring and Coaching in Education</i>.</p> <p>Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 6 Issue: 3, pp.178-195</p> |
| Year 2, Term 1, First half | Module 6 ECM self-study | Understand the role of the mentor in the practitioner inquiry using the ONSIDE mentoring model (standard 1 and 7). | <p>Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 6 Issue: 3, pp.178-195</p> <p>"Mentoring" by Wallace and Gravells, second edition, 2007)</p> |
| Year 2, Term 1 – Second half | Module 7 ECM self-study | Understand the role of the mentor in the practitioner inquiry using the ONSIDE mentoring model (standard 2 and 3). | <p>Caroline Daly, Emmajane Milton, (2017) "External mentoring for new teachers: mentor learning for a change agenda", <i>International Journal of Mentoring and Coaching in Education</i>, Vol. 6 Issue: 3, pp.178-195</p> |

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| Year 2, Term 2 – First half | Module 8 ECM self- study | Understand the role of the mentor in the practitioner inquiry using the ONSIDE mentoring model (standard 4, 5 and 6). | “Techniques for Coaching and Mentoring” (2016), Lancer, Clutterbuck and Megginson |
| Year 2, Term 3 – First half | Module 9 ECM self- study | Understand the role of the mentor in the school visits using the ONSIDE mentoring model (standard 8). | |
| Year 2, Term 3 – Second half | Programme Review & Impact | Reflect on impact of mentoring across the programme (all standards). | Mentoring in Action, 2 nd edition, 2006, Megginson, Clutterbuck, Garvey, Stokes and Garrett-Harris Judith Penikett, Caroline Daly & Emmajane Milton (2018:4): A study of mentors in Wales ‘coming to closure’, Professional Development in Education |

Education Development Trust ECT Mentor Development Programme Overview

| When | What – Session Title | Learning Objectives | Key texts |
|---------------------------|---|---|--|
| YEAR 1 | | | |
| Term 1- Half term 1 | Block 1: Establishing a positive climate for learning | <ul style="list-style-type: none"> • Establishing your mentor-mentee partnership • The origins of ECF • The important role of mentors. <p>Top tips for getting the most out of the ECT using instructional coaching.</p> | <p>Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. UK: Durham University. Accessible from: http://bit.ly/2OvmvKO.</p> <p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. Accessible from: https://shorturl.at/cJOV4 [accessed 10 October 2018].</p> <p>Education Endowment Foundation (2019) Improving behaviour in schools. Guidance report. Accessible from: https://shorturl.at/gEIM5 [accessed 31 March 2020].</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x.</p> <p>Willingham, D. T. (2009) Why don't students like school? San Francisco, CA: JosseyBass.</p> |
| Term 1- Half term 2 | Block 2: How pupils learn | <ul style="list-style-type: none"> • Applying the science of learning to classroom practice. • The importance of education research in schools. | <p>Baddeley, A. (2003) Working memory: looking back and looking forward. <i>Nature Reviews Neuroscience</i>, 4(10), 829–839.</p> <p>Deans for Impact (2015) The Science of Learning. Accessible from: https://shorturl.at/mJOU5 [Retrieved 15 May 2020.]</p> <p>Gathercole, S., Lamont, E. & Alloway, T. (2006) Working memory in the classroom. <i>Working Memory and Education</i>, 219–240.</p> <p>Kirschner, P., Sweller, J., Kirschner, F. & Zambrano, J. (2018) From cognitive load theory to collaborative cognitive load theory. <i>International Journal of Computer-Supported Collaborative Learning</i>, 13(2), 213–233.</p> |

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| | | | <p>Kirschner, P. & Hendrick, C. (2020) How learning happens: Seminal works in educational psychology and what they mean in practice. Abingdon, Oxon: Routledge.</p> <p>Pachler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M. & Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. US Department of Education.</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. Accessible from: https://doi.org/10.1111/j.1467-8535.2005.00507.x</p> <p>Shibli, D & West, R. (2018) Cognitive Load Theory and its application in the classroom. Accessible from: https://rb.gy/plvcn [Retrieved 15 May 2020.]</p> <p>Sweller, J., van Merriënboer, J. J. G. & Paas, F. G. W. C. (1998) Cognitive Architecture and Instructional Design. <i>Educational Psychology Review</i>, 10(3), 251–296. https://doi.org/10.1023/A:1022193728205</p> <p>Sweller, J. (2016) Working Memory, Long-term Memory, and Instructional Design. <i>Journal of Applied Research in Memory and Cognition</i>, 5(4), 360–367. http://doi.org/10.1016/j.jarmac.2015.12.002</p> |
| Term 2- Half term 1 | Block 3: What is effective teaching? | <ul style="list-style-type: none"> Using the instructional coaching method to support ECTs in the classroom. <p>Opportunities for mentors to reflect on the research and how they can best support their ECT to apply it in the classroom</p> | <p>Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) <i>What makes great teaching. Review of the underpinning research</i>. Durham University: UK. Accessible from: http://bit.ly/2OvmvKO</p> <p>Donker, A. S., de Boer, H., Kostons, D., Dignath van Ewijk, C. C., & van der Werf, M. P. C. (2014) Effectiveness of learning strategy instruction on academic performance: A meta-analysis. <i>Educational Research Review</i>, 11, 1–26. https://doi.org/10.1016/j.edurev.2013.11.002</p> <p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. <i>Psychological Science in the Public Interest, Supplement</i>, 14(1), 4–58. https://doi.org/10.1177/1529100612453266</p> |

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| | | | <p>Education Endowment Foundation (2017) Improving Mathematics in Key Stages Two and Three Guidance Report. Accessible from: https://shorturl.at/lsFNP</p> <p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. Accessible from: https://shorturl.at/iICHV</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x</p> <p>Tereshchenko, A., Francis, B., Archer, L., Hodgen, J., Mazenod, A., Taylor, B. & Travers, M. C. (2018) Learners' attitudes to mixed-attainment grouping: examining the views of students of high, middle and low attainment. <i>Research Papers in Education</i>, 1522, 1–20. https://doi.org/10.1080/02671522.2018.1452962.</p> <p>Van de Pol, J., Volman, M., Oort, F. & Beishuizen, J. (2015) The effects of scaffolding in the classroom: support contingency and student independent working time in relation to student achievement, task effort and appreciation of support. <i>Instructional Science</i>, 43(5), 615–641.</p> <p>Wittwer, J. & Renkl, A. (2010) How Effective are Instructional Explanations in Example-Based Learning? A Meta-Analytic Review. <i>Educational Psychology Review</i>, 22(4), 393–409. https://doi.org/10.1007/s10648-010-9136-5.</p> |
| Term 2- Half term 2 | Block 4: Curriculum and Subject Knowledge | The importance of secure subject knowledge | <p>Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999) Common misconceptions of critical thinking. <i>Journal of Curriculum Studies</i>, 31(3), 269–283.</p> <p>Ball, D. L., Thames, M. H. & Phelps, G. (2008) Content knowledge for teachers: What makes it special? <i>Journal of Teacher Education</i>, 2008 59: 389. 10.1177/0022487108324554. Accessible from: https://shorturl.at/asuZ0</p> |

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| | | | <p>Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) <i>What makes great teaching. Review of the underpinning research</i>. UK: Durham University. Accessible from: http://bit.ly/2OvmvKO</p> <p>Deans for Impact (2015) <i>The Science of Learning</i>. Accessible from: https://shorturl.at/fUY23</p> <p>Education Endowment Foundation (2017) <i>Metacognition and Self-regulated learning Guidance Report</i>. Accessible from: https://shorturl.at/emuz4</p> <p>Education Endowment Foundation (2018) <i>Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years</i>. London: Education Endowment Foundation.</p> <p>Guzzetti, B. J. (2000) Learning counterintuitive science concepts: what have we learned from over a decade of research? <i>Reading & Writing Quarterly</i>, 16:2, 89–98, DOI: 10.1080/105735600277971.</p> <p>Hattie, J. (2012) <i>Visible Learning for Teachers</i>. Oxford: Routledge.</p> <p>Jerrim, J. & Vignoles, A. (2016) The link between East Asian "mastery" teaching methods and English children's mathematics skills. <i>Economics of Education Review</i>, 50, 29–44. https://doi.org/10.1016/j.econedurev.2015.11.003.</p> <p>Muijs, D. & Reynolds, D. (2017) <i>Effective teaching: Evidence and practice</i>. Thousand Oaks, CA: Sage.</p> <p>Roediger, H. L. & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. <i>Trends in Cognitive Sciences</i>, 15(1), 20–27. https://doi.org/10.1016/j.tics.2010.09.003.</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. https://shorturl.at/ikvYZ</p> <p>Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i>, 15(2), 4–14.</p> |
| Term 3- Half term 1 | Block 5: Assessment, | Effective marking and feedback | <p>Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2004) Working inside the Black Box: Assessment for Learning in the Classroom. <i>Phi Delta Kappan</i>, 86(1), 8–21. Accessible from: https://eric.ed.gov/?id=EJ705962</p> |

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| | feedback and questioning | | <p>Black, P. & William, D. (2009) Developing the theory of formative assessment. <i>Educational Assessment, Evaluation and Accountability</i>, 21(1), pp.5-31.</p> <p>Coe, R. (2013) <i>Improving Education: A triumph of hope over experience</i>. Centre for Evaluation and Monitoring. Accessible from: https://shorturl.at/acoJR [retrieved 18 March 2020].</p> <p>Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) <i>What makes great teaching. Review of the underpinning research</i>. UK: Durham University. Accessible from: http://bit.ly/2OvmvKO [retrieved 18 March 2020].</p> <p>Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking. Accessible from: https://shorturl.at/MPY24</p> <p>Christodoulou, D. (2017) <i>Making Good Progress: The Future of Assessment for Learning</i>. Oxford: OUP.</p> <p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. Accessible from: https://shorturl.at/mouO2 [retrieved 18 March 2020].</p> <p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. Accessible from: https://shorturl.at/dwEHO</p> <p>Gibson, S., Oliver, L. & Dennison, M. (2015) <i>Workload Challenge: Analysis of teacher consultation responses</i>. Department for Education. Accessible from: https://rb.gy/109cx [retrieved 18 March 2020].</p> <p>Harlen, W. & James, M. (1997) Assessment and Learning: differences and relationships between formative and summative assessment, <i>Assessment in Education: Principles. Policy and Practice</i>, 4(3), 365–379.</p> <p>Kluger, A. N. & DeNisi, A. (1996) The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. <i>Psychological Bulletin</i>, 119(2), 254–284. https://doi.org/10.1037/0033-2909.119.2.254.</p> <p>Hattie, J. (2009) <i>Visible learning: a synthesis of over 800 meta-analyses relating to achievement</i>. London: Routledge.</p> |
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| | | | <p>Hattie, J. & Timperley, H. (2007) The Power of Feedback. <i>Review of Educational Research</i>, 77(1), 81–112.</p> <p>Mapplebeck, A. & Dunlop, L. (2019). Oral Interactions in Secondary Science Classrooms: a Grounded Approach to Identifying Oral Feedback Types and Practices. <i>Research in Science Education</i>. https://doi.org/10.1007/s11165-019-9843-y.</p> <p>Sadler, D. (1989) Formative assessment and the design of instructional systems. <i>Instructional Science</i>, 18(2), 119–144.</p> <p>Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. Accessible from: https://shorturl.at/kzDI9 [retrieved 18 March 2020].</p> <p>Sadler, D. (1989) Formative assessment and the design of instructional systems. <i>Instructional Science</i>, 18(2), 119–144.</p> <p>Speckesser, S., Runge, J., Foliano, F., Bursnall, M., Hudson-Sharp, N., Rolfe, H. & Anders, J. (2018) Embedding Formative Assessment: Evaluation Report. Accessible from: https://shorturl.at/fASZ4 [retrieved 18 March 2020].</p> <p>William, D. & Christodoulou, D. (2017) Assessment, marking and feedback. In Hendrick, C. & McPherson, R. (Eds) <i>What Does This Look Like in the Classroom? Bridging the gap between research and practice</i>. Woodbridge: John Catt.</p> <p>Muijs, D. & Reynolds, D. (2017) <i>Effective teaching: Evidence and practice</i>. Thousand Oaks, CA: Sage.</p> <p>William, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in Assessment. <i>Review of Research in Education</i>, 34, 254–284.</p> <p>William, D. & Leahy, S. (2015) <i>Embedding Formative Assessment: Practical Techniques for K-12 Classrooms</i>, Learning Sciences International. West Palm Beach, Florida.</p> |
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| Term 3- Half term 2 | Block 6: A people profession | Working with other stakeholders | <p>Allen J. P., Pianta R.C., Gregory A., Mikami A. Y. & Lun J. (2011) An interaction-based approach to enhancing secondary school instruction and student achievement. <i>Science</i>, 333(6045), 1034–1037 https://doi.org/10.1126/science.1207998.</p> <p>Blatchford, P., Bassett, P., Brown, P., Martin, C., Russell, A. & Webster, R. (2009) Deployment and impact of support staff in schools: Characteristics, Working Conditions and Job Satisfaction of Support Staff in Schools. Accessible from: http://eprints.uwe.ac.uk/12342/.</p> <p>Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H. & Thompson, A. (2017) SEN support: A rapid evidence assessment. Accessible from: https://rb.gy/94609</p> <p>Department for Education (2018) Schools: guide to the 0 to 25 SEND code of practice. Accessible from: https://rb.gy/rcjfl [accessed 25 April 2020].</p> <p>Education Endowment Foundation (2015) Making Best Use of Teaching Assistants Guidance Report. Accessible from: https://rb.gy/2z3pl [accessed 25 April 2020].</p> <p>Hobson, A. J., Malderez, A., Tracey, L., Homer, M. S., Ashby, P., Mitchell, N., McIntyre, J., Cooper, D., Roper, T., Chambers, G. N. & Tomlinson, P.D. (2009) Becoming a Teacher: Teachers' experiences of initial teacher training, Induction and early professional development (Final report). Nottingham: Department for Children, Schools and Families (DCSF). Accessible from: https://www.researchgate.net/publication/287991852 [accessed 25 April 2020].</p> <p>PISA (2015) PISA in Focus: Do teacher-student relations affect students' well-being at school? Accessible from: https://doi.org/10.1787/22260919.</p> <p>Valdebenito, S., Eisner, M., Farrington, D. P., Ttofi, M. M. & Sutherland, A. (2018) School-based interventions for reducing disciplinary school exclusion: A systematic review. <i>Campbell Systematic Reviews</i>. DOI: 10.4073/csr.2018.1. Accessible from: https://rb.gy/00by0</p> <p>Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T. & van Tartwijk, J. (2014) Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, & C. Weinstein</p> |
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| | | | (Eds). Handbook of classroom management: Research, practice, and contemporary issues (2nd ed., pp. 363–386). New York, NY: Routledge. |
| YEAR 2 | | | |
| Term 1- Half term 1 | Block 7: Establishing a positive climate for learning | <ul style="list-style-type: none"> • Extending and deepening your ECT's practice • Reflecting on Year 1 • Coaching | <p>Coe, R. (2013). <i>Improving Education: A triumph of hope over experience</i>. Accessible from: https://rb.gy/b4c1d</p> <p>Lazowski, R. A. & Hulleman, C. S. (2016) Motivation Interventions in Education: A Meta-Analytic Review. <i>Review of Educational Research</i>, 86(2), 602–640. https://doi.org/10.3102/0034654315617832.</p> <p>Sibieta, L., Greaves, E. & Sianesi, B. (2014) Increasing Pupil Motivation: Evaluation Report. Accessible from: https://rb.gy/yx1c4 [retrieved 10 October 2018].</p> <p>Willingham, D. T. (2009). Ask The Cognitive Scientist: What Will Improve A Student's Memory? <i>American Educator</i>. Accessible from: https://rb.gy/a3xvm</p> |
| Term 1- Half term 2 | Block 8: Making learning stick | <p>Revisiting cognitive science</p> <ul style="list-style-type: none"> • Retrieval practice • Dual coding <p>Other techniques to make learning stick</p> | <p>Adesope, O. O., Trevisan, D. A. & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing. <i>Review of Educational Research</i>, 87(3), 659–701. https://doi.org/10.3102/0034654316689306.</p> <p>Black, P. & Wiliam, D. (2009) Developing the theory of formative assessment. <i>Educational Assessment, Evaluation and Accountability</i>, 21(1), 5– 31.</p> <p>Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? <i>Progress in Brain Research</i>, 169, 323– 338.</p> <p>Deans for Impact (2015) The Science of Learning. Accessible from: https://rb.gy/9shzb [retrieved 10 October 2018].</p> <p>Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J. & Willingham, D. T. (2013) Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. <i>Psychological Science in the Public Interest, Supplement</i>, 14(1), 4–58. https://doi.org/10.1177/1529100612453266.</p> |

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| | | | <p>Education Endowment Foundation (2018) Improving Secondary Science Guidance Report. Accessible from: https://rb.gy/dqdy9 [retrieved 21 May 2020].</p> <p>Pachler, H., Bain, P. M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M. & Metcalfe, J. (2007) Organizing Instruction and Study to Improve Student Learning. US Department of Education.</p> <p>Roediger, H. L. & Butler, A. C. (2011) The critical role of retrieval practice in long-term retention. <i>Trends in Cognitive Sciences</i>, 15(1), 20–27. https://doi.org/10.1016/j.tics.2010.09.003.</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. https://doi.org/10.1111/j.1467-8535.2005.00507.x.</p> |
| Term 2- Half term 1 | Block 9: Grouping and tailoring | <p>Supporting your ECT to develop efficacy in using group work</p> <ul style="list-style-type: none"> • How to effectively groups pupils • Different ways to group pupils • Scaffolding <p>Advantages and disadvantages of group work</p> | <p>Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S. & Bosker, R. J. (2018) Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. <i>Educational Research Review</i>, 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.</p> <p>Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. Accessible from: https://rb.gy/a37yb [retrieved 10 October 2020].</p> <p>Muijs, D. & Reynolds, D. (2017) <i>Effective teaching: Evidence and practice</i>. Thousand Oaks, CA: Sage.</p> <p>Steenbergen-Hu, S., Makel, M. C. & Olszewski-Kubilius, P. (2016) What One Hundred Years of Research Says About the Effects of Ability Grouping and Acceleration on K-12 Students Academic Achievement: Findings of Two Second-Order Meta-Analyses. <i>Review of Educational Research</i>, 86. https://doi.org/10.3102/0034654316675417.</p> |

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| <p>Term 2- Half term 2</p> | <p>Block 10: Revisiting the importance of subject knowledge</p> | <p>Supporting ECTs to enable their students to develop secure subject knowledge</p> <ul style="list-style-type: none"> • Linking new ideas to existing ones • Building schemata <p>Drawing on knowledge from the long-term memory</p> | <p>Ball, D. L., Thames, M. H. & Phelps, G. (2008) Content knowledge for teachers: What makes it special? <i>Journal of Teacher Education</i>, 59, 389. DOI: 10.1177/0022487108324554. Accessible from: https://rb.gy/6vm6h</p> <p>Bailin, S., Case, R., Coombs, J. R. & Daniels, L. B. (1999). Common misconceptions of critical thinking. <i>Journal of curriculum studies</i>, 31(3), 269–283.</p> <p>Coe, R., Aloisi, C., Higgins, S. & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. UK: Durham University. Accessible from: http://bit.ly/2OvmvKO.</p> <p>Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? <i>Progress in Brain Research</i>, 169, 323-338.</p> <p>Deans for Impact (2015) The Science of Learning. Accessible from: https://rb.gy/gg9d4 [retrieved 10 October 2018].</p> <p>Department for Education (DfE) (2010) <i>The Importance of Teaching</i>. London: HMSO</p> <p>Education Endowment Foundation (2018) Preparing for Literacy Guidance Report. Accessible from: https://rb.gy/s9yce</p> <p>Muijs, D. & Reynolds, D. (2017) <i>Effective teaching: Evidence and practice</i>. Thousand Oaks, CA: Sage.</p> <p>Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. <i>American Educator</i>, 12–20. https://rb.gy/6b2v9</p> <p>Shulman L. S. (1986) Those who understand: Knowledge growth in teaching. <i>Educational Researcher</i> 15(2): 4–14.</p> |
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| Term 3- Half term 1 | Reflecting and reviewing | <ul style="list-style-type: none"> • Reflecting on the ECPDP and ECF • Reflecting on the journey of your ECT • Beyond the ECF : next steps for ECTs • Professional and peer networks <p>Next steps for mentors</p> | <p>Hattie, J. & Timperley, H. (2007) The Power of Feedback. <i>Review of Educational Research</i>, 77(1), 81–112. https://doi.org/10.3102/003465430298487</p> <p>Gibson, S., Oliver, L. & Dennison, M. (2015) <i>Workload Challenge: Analysis of teacher consultation responses</i>. Department for Education. Accessible from: https://rb.gy/34ii2</p> <p>Muijs, D. & Reynolds, D. (2017) <i>Effective teaching: Evidence and practice</i>. Thousand Oaks, CA: Sage.</p> <p>Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) <i>What Does This Look Like in the Classroom? Bridging the gap between research and practice</i>. Woodbridge: John Catt.</p> |
| Term 3- Half term 2 | | | |

Ambition Institute ECT Mentor Development Programme Overview

| When | What – Session Title | Learning Objectives | Key texts |
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| E.g. Year 1, Term 1 – Half term 2 | E.g. 'How to be a good mentor' | E.g. Understanding the key principles of instructional coaching | |
| Year 1 - Half term 1 | Mentor Orientation | The ECF Mentor Orientation is designed to lay the foundations for participants to lead the journey of their early career teacher(s) through the Early Career Teachers Programme. It includes information on the ECF and the fundamentals of the instructional coaching model and the evidence based behind it. | Early Career Framework |

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| Year 1 – Half term 1 | Conference 1 | <p>Mentors will:</p> <ul style="list-style-type: none"> > Understand the ECF and implications for them and their school > Understand the structure of the Ambition Early Career Teachers programme > Understand the principles underpinning the programme > 'Make sense of' instructional coaching > Reflect and plan to implement the programme from September | <p>Deans for Impact (2015) The Science of Learning. Available at: https://goo.gl/VpUw1y</p> <p>Wiliam, D. (2007). Content Then Process: Teacher Learning Communities in the Service of Formative Assessment. In: Reeves, D., ed. 2007. Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning. Bloomington, IN: Solution Tree. pp.183-204.</p> <p>Willingham, D., 2009. Why Don't Students Like School?. San Francisco, CA: Jossey-Bass.</p> <p>Wolff, C.E., Jarodzka, H. & Boshuizen, H.P.A. (2017) See and tell: Differences between expert and novice teachers' interpretations of problematic classroom management events. Teaching and Teacher Education, 66, p. 295–308</p> <p>Allen, R. and Sims, S., 2018. The Teacher Gap. 1st ed. Routledge</p> <p>Deans for Impact (2017) Practice with Purpose: The Emerging Science of Teacher Expertise. Available at: https://goo.gl/jh8N4Z</p> <p>Glei, J., 2013. Maximize Your Potential: Grow Your Expertise, Take Bold Risks Build An Incredible Career. 1st ed. Amazon publishing</p> <p>Higgins, S. and Katsipataki, M. and Kokotsaki, D. and Coleman, R. and Major, L.E. and Coe, R. (2013) 'The Sutton Trust - Education Endowment Foundation Teaching and Learning Toolkit.', Manual. Education Endowment Foundation, London</p> <p>Hill, Heather & Charalambous, Charalambos & Kraft, Matthew. (2012). When Rater Reliability Is Not Enough: Teacher Observation Systems and a Case for the Generalizability Study. Educational Researcher. 41. 56-64. Available at https://www.researchgate.net/publication/254088727_When_Rater_Reliability</p> |
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| | | | <p>_Is_Not_Enough_Teacher_Observation_Systems_and_a_Case_for_the_Generalizability_Study [Accessed 06 May 2021]</p> <p>Hobbiss, M., Sims, S., & Allen, R. (2020). Habit formation limits growth in teacher effectiveness: A review of converging evidence from neuroscience and social science. <i>Review of Education</i></p> <p>Joyce, B. R. , & Showers, B. (1981). Transfer of training: The contribution of coaching. <i>Journal of Education</i> , 163(2), 163–172. https://doi.org/10.1177/002205748116300208</p> <p>Kraft M.A., Blazar D., Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. <i>Review of Educational Research</i> [Internet]. 2018;88 (4) :547-588.</p> <p>Lally, P., Van Jaarsveld, C., Potts, H. & Wardle, J. (2010) How are habits formed: Modelling habit formation in the real world. <i>European Journal of Social Psychology</i> 40, p. 998–1009</p> <p>samsims1, V., 2019. Four Reasons Instructional Coaching Is Currently The Best-Evidenced Form Of CPD. [online] Sam Sims Quantitative Education Research. Available at: https://samsims.education/2019/02/19/247/ [Accessed 20 August 2020].</p> |
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| <p>Year 1 – Half term 2 or 3</p> | <p>Clinic 1: Providing a clear model of better</p> | <p>Mentors will:</p> <ul style="list-style-type: none"> > Know the components of Willingham’s simple model of memory > Know that knowledge is organised into mental models Know that novices learn best from carefully scaffolded examples > Know the importance and purpose of modelling as an element of instructional coaching > Know the active ingredients for instructional coaching > Know the features of an effective model | <p>Furst, E. (2018). From neuroscience to the classroom. ResearchEd 1, no. 2 (September): 30-33</p> <p>Mccrea, P. (2018). Expert Teaching What is it, and how might we develop it? Peps Mccrea. Available here: https://www.researchgate.net/publication/324759008_Expert_Teaching_What_is_it_and_how_might_we_develop_it_Peps_Mccrea/download</p> <p>Willingham, D. T. (2009). Why don't students like school? A cognitive scientist answers questions about how the mind works and what it means for the classroom. Jossey-Bass.</p> |
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| | | <ul style="list-style-type: none"> > The differences and similarities between performance-based and task-based models > Explore solutions to potential barriers to effective modelling | |
| Year 1 – Half term 3 or 4 | Clinic 2: Clinic 2: Deliberate practice and providing feedback | <p>Mentors will build their mental models of deliberate practice by:</p> <ul style="list-style-type: none"> > Knowing that the principles of effective deliberate practice > Knowing why deliberate practice is crucial to instructional coaching. > Identifying the similarities and differences | <p>Berliner, D. (2001). Learning about and learning from expert teachers. <i>International Journal of Educational Research</i> 35, pp.463–482.</p> <p>Deans for Impact (2016). <i>Practice with Purpose: The Emerging Science of Teacher Expertise</i>. Austin, TX: Deans for Impact.</p> <p>Dunlosky, J. (2013) Strengthening the Student Toolbox: Study Strategies to Boost Learning. <i>American Educator</i>, v37, no. 3 (Fall), 12-21. Available at: https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf [Accessed 06 May 2021]</p> <p>Fletcher-Wood, H. (2018) Problems with deliberate practice: can we use it in teacher education?. Available at: https://improvingteaching.co.uk/2018/10/28/critiquing-deliberate-practice-is-it-useful-in-teacher-education/ [Accessed 06 May 2021]</p> <p>Kirschner, P. Sweller, J. & Clark, R. (2006) Why Minimal Guidance During Instruction Does Not Work:</p> |

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| | | <p>between performance- and task-based practice.</p> <ul style="list-style-type: none"> > Considering some possible solutions to barriers to effective use of deliberate practice. > Knowing the features of a positive 'culture of practice'. | <p>An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching, <i>Educational Psychologist</i>, 41:2, 75-86. Available at: https://www.tandfonline.com/doi/abs/10.1207/s15326985ep4102_1 [Accessed 06 May 2021]</p> <p>samsims1, V., 2019. Four Reasons Instructional Coaching Is Currently The Best-Evidenced Form Of CPD. [online] Sam Sims Quantitative Education Research. Available at: https://samsims.education/2019/02/19/247/ [Accessed 20 August 2020].</p> |
| Year 1 – Half term 6 | Conference 2 | <p>Mentors will:</p> <ul style="list-style-type: none"> > Understand the requirements of the ECF in year 2 and the implications for them and their school > Understand the aims of the second year of Ambition's Early Career Teachers | <p>Allen, R. and Sims, S., 2018. <i>The Teacher Gap</i>. 1st ed. Abingdon: Routledge.</p> <p>Darling-Hammond, L. and Sykes, G., 2003. Wanted, A National Teacher Supply Policy for Education: The Right Way to Meet The "Highly Qualified Teacher" Challenge. <i>education policy analysis archives</i>, 11, p.5.Hanushek (2011:467)</p> <p>Department for Education. 2020. Reporting Year 2019: School workforce in England. https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england [Accessed 06 May 2021]</p> <p>Department for Education. 2019. <i>Teacher Recruitment and Retention Strategy</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf [Accessed 06 May 2021]</p> |

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| | | <p>programme and how it is structured</p> <ul style="list-style-type: none"> > Develop their understanding of the principles underpinning the programme > Develop their understanding of instructional coaching, specifically > Practise running instructional coaching conversations to develop ECTs' expertise > Reflect and plan to implement the second year of the programme from September. | <p>EEF. 2019. Staff Deployment & Development. [online] Available at: <https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/> [Accessed 22 May 2020].</p> <p>Fletcher-Wood, H. (2018) Between novice and expert: complex tasks and intermediate learning. Available here: https://improvingteaching.co.uk/2018/03/11/between-novice-to-expert-complex-tasks-and-intermediate-learning/</p> <p>Foster, D., 2019. Teacher Recruitment And Retention In England. [online] House of Commons Library. Available at: <https://commonslibrary.parliament.uk/research-briefings/cbp-7222/> [Accessed 22 May 2020].</p> <p>Hanushek, E., 2011. The economic value of higher teacher quality. <i>Economics of Education Review</i>, 30(3), pp.466-479</p> <p>Hollis, E (2018). Early career framework; what might this mean for recruitment and retention? Available here: https://edexec.co.uk/early-career-framework-what-might-this-mean-for-recruitment-and-retention/</p> <p>Kraft, M.A. & Blazer, D. (2018). Taking Teacher Coaching To Scale. <i>Education Next</i>. 18, No. 4. Available at: https://www.educationnext.org/taking-teacher-coaching-to-scale-can-personalized-training-become-standard-practice/ [Accessed 06 May 2021]</p> <p>Kraft M.A. & Papay J.P. (2014) Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. <i>Educational Effectiveness and Policy Analysis</i>. 2014;36 (4) :476-500. Available at: https://scholar.harvard.edu/files/mkraft/files/kraft_papay_-_prof_env_teacher_development_eepa_full.pdf [Accessed 06 May 2021]</p> <p>Papay J.P. & Kraft M.A. (2016) The Myth of the Teacher Performance Plateau. <i>Educational Leadership</i>. 2016;73 (May) :36-42. Available at: https://scholar.harvard.edu/files/mkraft/files/papay_and_kraft_-_ed_leadership_-_may_2016.pdf [Accessed 06 May 2021]</p> |
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| | | | <p>Mccrea, P. (2018). Expert Teaching What is it, and how might we develop it? Available at: https://www.researchgate.net/publication/324759008_Expert_Teaching_What_is_it_and_how_might_we_develop_it_Peps_Mccrea/download</p> <p>Sharples, J., Albers, B. and Fraser, S., (2018) 'Putting Evidence to Work' [online] Dera.ioe.ac.uk. Available at: <https://dera.ioe.ac.uk/31088/1/EEF-Implementation-Guidance-Report.pdf> [Accessed 13 June 2020].</p> <p>Timperley, H. (2008). Teacher professional learning and development. Educational Practices (18). International Academy of Education</p> |
| Year 2 – Half term 2 or 3 | Clinic 3: Action steps and adaptations | <p>Mentors will:</p> <ul style="list-style-type: none"> > Explain the importance of using effective action steps as part of instructional coaching > Describe what an effective action step looks like > Practise improving an action step > Reflect on changes in their own | <p>Baddeley, A. (2003). Working memory: looking back and looking forward. <i>Nature reviews neuroscience</i>, 4(10), 829-839.</p> <p>Centre for Education Statistics and Evaluation (2018). <i>Cognitive load theory in practice</i>. Sydney.</p> <p>Cohen, J., Krishnamachari, A., & Wong, V. C. (2021). Experimental Evidence on the Robustness of Coaching Supports in Teacher Education. Deans for Impact (2016). <i>Practice with Purpose: The Emerging Science of Teacher Expertise</i>. Austin, TX: Deans for Impact.</p> <p>Sweller, J., Ayres, P. and Kalyuga, S., (2011). <i>Cognitive Load Theory</i>. New York, NY: Springer Science+Business Media, LLC.</p> |

| | | practice as a result of the session | |
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| Year 1 and Year 2 | Coaching on Coaching | This session is an opportunity for mentors to receive bespoke practice and feedback around instructional coaching. The focus of the session can be on any aspect of coaching, but with effective modelling and practice prioritised. | N/A |

| Teach First ECT Mentor Development Programme Overview | | | | |
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| When | What – Session title | Learning objectives | Key texts | Mandatory /optional |
| Year 1 Mentor Training | | | | |
| Year 1 Induction | | | | |
| Year 1 induction – Half term 1 | The Teach First Early Career Framework (seminar) | Understand the ECF and the TF ECF programme, as well as how it will support the development of you and your ECF | Berliner D (2004) Expert teachers: Their characteristics, development and accomplishments. DfE (2019a) Teacher Recruitment and Retention Strategy. DfE (2019b) Early Career Framework. DfE (2021) Developing World-Class Teacher Development. Education Endowment Foundation (2021) Effective Professional Development: Guidance Report. TSC (Teach Schools Council), (2016) National standards for school-based ITT mentors. | Mandatory |
| Year 1 induction - Half term 1 | Moving from novice to expert (seminar) | Develop understanding of effective mentoring and how to support your ECT to develop expertise in teaching | Chi, M.T (2009) Three types of conceptual change: Belief revision, mental model transformation, and categorical shift. Cowan, N. (2008) What are the differences between long-term, short-term, and working memory? Deans for Impact (2015) The Science of Learning. Dreyfus, H., & Dreyfus, S. (1986). Mind over machine: The power of human intuition and expertise in the era of the computer. Murphy, R., & Machin, S. (2011). Improving the impact of teachers on pupil achievement in the UK - Interim findings. Teaching Schools Council (TSC). (2016), National Standards for school-based initial teacher training (ITT) mentors. Willingham, D. T. (2017). A mental model of the learner: Teaching the basic science of educational psychology to future teachers. | Mandatory |

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| Year 1 induction - Half term 1 | Instructional coaching and deliberate practice (seminar) | Understand what instructional coaching is, why we use it as a method for teacher development and how to run an effective deliberate practice cycle with your ECT | Bambrick-Santoyo, P. (2018) Leverage leadership 2.0: A Practical Guide to Building Exceptional Schools. 2nd ed. Goodrich, J. (2021) When we talk about Instructional Coaching, what do we mean? Knight, J. (2016) What Do Instructional Coaches Do? Sims, S., (2019). Four reasons Instructional Coaching is currently the best-evidenced form of CPD. | Mandatory |
| Year 1 induction - Half term 1 | Improving instruction (seminar) | Understand the use of observation and discussion in gaining clarity on your ECT's practice and critically examine sources of evidence that can be used to identify areas of development | Didau, D. (2021) How can we make classroom observation more effective? Knight, J. (2013) The Impact Cycle. O'Leary, M. (2020) Classroom observation a guide to the effective observation of teaching and learning. Zepeda, S., (2011) The instructional leader's guide to informal classroom observations. Zepeda, S. (2012) Informal classroom observations on the go. | Mandatory |
| Year 1 induction - Half term 1 | Mentoring to develop strong relationships (seminar) | Understand the importance of relationship building in mentoring and develop confidence in establishing trusting relationships | Blake, V. (2020). Successful mentoring in action. CUREE (2005). National Framework for Mentoring and coaching. Eby, L. T., McManus, S. E., Simon, S. A., & Russell, J. E. (2000). The protege's perspective regarding negative mentoring experiences: The development of a taxonomy. Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. Rosenthal, R., & Babad, E. Y. (1985). Pygmalion in the gymnasium. | Mandatory |

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| | | | Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. Teaching Schools Council (TSC). (2016), National Standards for school-based initial teacher training (ITT) mentors. | |
| Year 1 induction - Half term 1 | Understanding Brightspace and your assessment (seminar) | Understand how you can use Brightspace to support your ECT's development and understand the role of the Mentor Assessment in supporting your own professional development | Deans for Impact (2020) Learning by Scientific Design. | Mandatory |
| Year 1 In-year training | | | | |
| Year 1 – Half term 1 | Mentor assessment (self-directed study) | Understand your strengths and weaknesses against learning science and the Early Career Framework. | Developed in conjunction with Deans for Impact. | Mandatory |
| Year 1 – Half term 1 | Module 1 weekly overview videos | Supports mentors to understand the key research and how they can support their ECT through Module 1 | | Mandatory |
| Year 1 – Half term 2 | Precise actions and shared language (seminar) | Know the importance of setting precise actions. | | Mandatory |

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| | | Understand the criteria for a good precise action. Be able to set a precise action for your ECT, using shared language. | | |
| Year 1 – Half term 2 | Precise actions (self-directed study) | Reflect on a precise action that you have set your ECT, against the success criteria for a high-quality precise action Be able to refine your precise action to further support and challenge your ECT | | Optional |
| Year 1 – Half term 2 | Module 2 weekly overview videos | Supports mentors to understand the key research and how they can support their ECT through Module 2 | | Mandatory |
| Year 1 – Half term 3 | Not all practice is equal (seminar) | Understand the importance of deliberate practice in teacher development Deepen your knowledge of deliberate practice | Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching. Deans for Impact (2015) The Science of Learning. Deans for Impact (2016) Practice with Purpose. Ericsson, A., & Pool, R. (2017). Peak: Secrets from the new science of expertise. | Mandatory |

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| | | Develop your confidence in leading deliberate practice effectively | Ericsson, K.A., & Charness, N. (1994). Expert performance: Its structure and acquisition. Leighton, P, (2009) Can You Learn How to Learn for Life? Components from Expert Learning Research | |
| Year 1 – Half term 3 | Deliberate practice (self-directed study) | Reflect on your current application of deliberate practice Identify how to deepen the use of deliberate practice in your weekly mentoring interactions | Deans for Impact (2016) Practice with Purpose. | Optional |
| Year 1 – Half term 3 | Module 3 weekly overview videos | Supports mentors to understand the key research and how they can support their ECT through Module 3 | | Mandatory |
| Year 1 – Half term 4 | Supporting with wellbeing and workload (seminar) | Know the challenges associated with workload and wellbeing within the teaching profession Utilise self-determination theory to reflect on how you can support your ECT's wellbeing Consider how you can support the | Day, C., Stobart, G., Sammons, P. and Kington, A. (2006) Variations in the work and lives of teachers: relative and relational effectiveness. DfE (2019) Teacher Recruitment and Retention Strategy. Education Support (2019) Teacher Wellbeing Index 2019. Hobson, A. and Maxwell, B. (2016) Supporting and inhibiting the wellbeing of early career secondary school teachers: Extending self-determination theory. Ofsted (2019). Teacher wellbeing at work in schools and further education providers. | Mandatory |

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| | | workload and wellbeing of your ECT related to marking and assessment | Perryman, J. and Calvert, G. (2019) What motivates people to teach, and why do they leave? Accountability, performativity and teacher retention. Ryan, R. and Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and wellbeing. Thom, J. (2020) Teacher Resilience: Managing stress and anxiety to thrive in the classroom. 1st ed. | |
| Year 1 – Half term 4 | Workload and wellbeing (self-directed study) | Understand the threat, drive, and recovery systems. Recognise the importance of recovery in maintaining good wellbeing. | Education Support (2020) Teacher Wellbeing Index 2020. | Optional |
| Year 1 – Half term 4 | Module 4 weekly overview videos | Supports mentors to understand the key research and how they can support their ECT through Module 4 | | Mandatory |
| Year 1 – Half term 5 | Balancing support and challenge (seminar) | Understand the importance of balancing support and challenge. Gain confidence in holding difficult conversations. | Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? review of the underpinning research. Robinson, V. (2015) Open to learning conversations: Background paper. Ross, R. (1994) The ladder of inference. The fifth discipline fieldbook: Strategies and tools for building a learning organization, Stone, D., Heen, S., & Patton, B. (1999). Difficult conversations: How to discuss what matters most. | Mandatory |

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| Year 1 – Half term 5 | Engaging with education research (self-directed study) | Understand the importance of engaging with education research Be able to support your ECT to engage critically with research Be able to critically engage with a piece of mentoring research and consider implication to your practice | British Educational Research Association, Royal Society of Arts (BERA-RSA) (2014) Research and the teaching profession: Building the capacity for a self-improving education system. Coldwell M, Greany T, Higgins S et al. (2017) Evidence- informed teaching: An evaluation of progress in England. Department of Education. (2019). Early Career Framework Hobson, A.J. (2016), Judgementoring and how to avert it: Introducing ONSIDE Mentoring for beginning teachers Newton, P & Salvi, A. (2020). How Common Is Belief in the Learning Styles Neuromyth, and Does It Matter? A Pragmatic Systematic Review. Weston, D. & Clay, B. (2018). Unleashing Great Teaching: The secrets to the most effective teacher development. | Optional |
| Year 1 – Half term 5 | Module 5 weekly overview videos | Supports mentors to understand the key research and how they can support their ECT through Module 5 | | Mandatory |
| Year 1 – Half term 6 | Building resilience (seminar) | Be able to define resilience Understand the importance of resilience in teaching Consider factors influencing resilience in teachers Reflect on how you can support the development of | Ainsworth, S. & Oldfield, J. (2019) Quantifying teacher resilience: Context Matters. Day, C., Edwards, A., Griffiths, A., & Gu, Q. (2011). Beyond survival: Teachers and resilience. Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count Kangas-Dick, K. & O’Shaughnessy, E. (2020) Interventions that promote resilience among teachers: A systematic review of the literature Mansfield, C. F., Beltman, S., Price, A., & McConney, A. (2012). “Don’t sweat the small stuff:” Understanding teacher resilience at the chalkface. | Mandatory |

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| | | resilience in your ECT | Pemberton, C. (2015) Resilience: A Practical Guide for Coaches | |
| Year 1 – Half term 6 | Reflecting on Year 1 (self-directed study) | Reflect on your learning over the course of the year Consider the impact of this learning on the development of your ECT | | Optional |
| Year 1 – Half term 6 | Module 6 weekly overview videos | Supports mentors to understand the key research and how they can support their ECT through Module 6 | | Mandatory |
| Year 2 Mentor Training | | | | |
| Year 2 Induction | | | | |
| Year 2 Induction – Half term 1 | Introduction to Year 2 of the ECF programme (seminar) | Reflect on the progress made during Y1 Understand the programme structure of Y2 Understand how the programme will support the development of you and your ECT | Department for Education (2021) Induction for early career teachers (England). Dreyfus, H., & Dreyfus, S. (1986). Mind over machine: The power of human intuition and expertise in the era of the computer. Teaching Schools Council (TSC) (2016) National Standards for school-based initial teacher training (ITT) mentors. William, D. (2016) Leadership for Teacher Learning: Creating a Culture Where All Teachers Improve So That All Pupils Succeed. | Mandatory |
| Year 2 Induction – Half term 1 | Supporting Development Cycles (seminar) | Understand the structure of the Development Cycle | Allen, R. (2019) Improving teachers' Instructional Practice: Critically Important, But Incredibly Hard to Do | Mandatory |

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| | | Have furthered your understanding of your role in supporting your ECT's development over the next year | <p>Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L. & Coe, R. (2015) Developing Great Teaching</p> <p>Cordingley, P., Greany, T., Crisp, B., Seleznyov, S., Bradbury, M. & Perry, T. (2018) Developing Great Subject Teaching: Rapid Evidence Review of Subject Specific Continuing Professional Development in the UK.</p> <p>Education Endowment Foundation (2021) Effective Professional Development: Guidance Report.</p> <p>Kinder, A., Tracy, C., Stripp, C., McLeod, L., Cutler, M., Morgan, N., Sullivan, R., Brace, S. & Ryan, T. (2019) Why Subject Must be at the Heart of Teachers' Early Career Framework.</p> <p>Klassen, R., Bardach, L., Rushby, J., Maxwell, L., Durksen, T. & Sheridan, L. (2021). The Development and Testing of an Online Scenario-based Learning Activity to Prepare Preservice Teachers for Teaching Placements.</p> <p>Hobbiss, M., Sims, S. & Allen, R. (2020) Habit Formation Limits Growth in Teacher Effectiveness: A Review of Converging Evidence from Neuroscience and Social Science.</p> <p>Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J. & Anders, J. (2021) What are the Characteristics of Teacher Professional Development that Increase Pupil Achievement? A Systematic Review and Meta-analysis, EEF</p> | |
| Year 2 Induction – Half term 1 | Networking for professional development (seminar) | Understand what a network is in the context of education Understand why these networks can be useful | <p>Hobson, A. J., Maxwell, B., Káplár-kodácsy, K., & Hotham, E. (2020). The Nature and Impact of Effective Mentoring Training, Education and Development (MTED).</p> <p>Horn, I. S. (2005). Learning on the job: A situated account of teacher learning in high school mathematics departments.</p> <p>Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009) Professional Learning in the Learning</p> | Mandatory |

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| | | Reflect on how networks could benefit you this year | Profession: A Status Report on Teacher Development in the United States and Abroad. | |
| Year 2 Induction – Half term 1 | Using Brightspace and your programme guide (self-directed study) | understand where key information is in your programme guide and Brightspace understand how the Development Cycle will work in your setting. | | Mandatory |
| Year 2 Induction – Half term 1 | Mentoring and diversity (self-directed study) | Understand what diversity means for them as a mentor; Understand how they can support their ECT (Early Career Teacher) to gain a sense of belonging. | Bourke, J. and Espedido, A. (2019). Why inclusive leaders are good for organizations, and how to become one. Harvard Business Review, 3, p.2019. Equality and Human Rights Commission. Protected Characteristics. Equality and Human Rights Commission. What equality law means for you as an education provider: schools. Legislation.gov.uk. (2010). The Equality Act 2010. Teach First. Missing pages: Increasing racial diversity in the literature we teach. | Mandatory |
| Year 2 In-year training | | | | |
| Year 2 – Half term 1 | Mentor Assessment (self-directed study) | Understand your strengths and weaknesses against learning science and the Early Career Framework. | | Mandatory |

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| Year 2 – Half term 2 | Engaging your ECT with research (seminar) | Understand how engaging with research can align with the development cycle Understand how to support your ECT's engagement with education research within the development cycle | British Educational Research Association (2014) Research and the Teaching Profession: Building the Capacity for a Self-improving Education System. Coalition for Evidence-Based Education (2017) Leading Research Engagement in Education. Department for Education (2019). Early Career Framework Education Endowment Foundation (2020) Metacognition and Self-regulated Learning: Evidence Review Education Endowment Foundation (2021) Metacognition and Self-regulated Learning: Guidance Report. | Select 2 of the 5 Y2 offered seminars for delivery |
| Year 2 – Half term 2 | Building research literacy (self- directed study) | Understand key aspects of engaging with education research Identify common barriers to accessing and engaging with education research Know where to find the most recent, valid, and robust research. | British Educational Research Association (2014) Research and the teaching Profession: Building the capacity for a Self-improving Education System Coe, R. et al. (2020) Great Teaching Toolkit: Evidence Review. Evidence Based Education. Department for Education (2019). Early Career Framework | Optional |
| Year 2 – Half term 3 | The adaptive teacher (seminar) | Be able to describe the importance of adaptive expertise in teaching Understand the importance of mentoring on adaptive expertise | Anthony, G., Hunter, J. & Hunter, R. (2015) Prospective Teachers' Development of Adaptive Expertise Bransford, J. D., Brown, A. L. & Cocking, R. R. (1999) How People Learn : Brain, Mind, Experience, and School. Carbonell, K. B., Stalmeijer, R. E., Könings, K. D., Segers, M. & van Merriënboer, J. J. (2014) How Experts Deal with Novel Situations : A Review of Adaptive Expertise . | Select 2 of the 5 Y2 offered seminars for delivery |

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| | | Think critically about how you could support your ECT to acquire adaptive expertise | <p>Darling-Hammond, L. & Oakes, J. (2019). Preparing Teachers for Deeper Learning . Education Endowment Foundation (2021) Cognitive Science in the Classroom: Evidence and Practice Review.</p> <p>Hamerness, K., Darling-Hammond, L. E. & Bransford, J. (2005) How Teachers Learn and Develop.</p> <p>Hatano, G. & Inagaki, K. (1986) Two Courses of Expertise. In H. A. H. Stevenson & K. Hakuta (Eds), Child Development and Education in Japan.</p> <p>Le Fevre, D., Timperley, H., & Ell, F. (2016). Curriculum and pedagogy: The future of teacher professional learning and the development of adaptive expertise.</p> <p>Schwartz, D., Bransford, J. & Sears, D. (2005) Efficiency and Innovation in Transfer. In J. Mestre (Ed.), Transfer of Learning from a Modern Multidisciplinary Perspective</p> <p>Timperley, H. S. (2008) A Distributed Perspective on Leadership and Enhancing Valued Outcomes for Students.</p> <p>Timperley, H. (2013). Learning to practise: A paper for discussion.</p> | |
| Year 2 – Half term 3 | Metacognition and self-regulation (self-directed study) | be able to define self-regulation, metacognition and self-regulated learning consider how you would address misconceptions around metacognition held by your ECT reflect on the importance of | <p>Bandura, A. (1986) Social Foundations of Thought and Action: A Social Cognitive Theory.</p> <p>Education Endowment Foundation (2018) Metacognition and Self-Regulated Learning: Guidance Report.</p> <p>Mannion, J. (2020) Metacognition, self-regulation and self-regulated learning: what's the difference?</p> <p>Schunk, D.H. (2008) Metacognition, self-regulation, and self-regulated learning: Research recommendations</p> <p>Zimmerman, B.J. (2002) Becoming a self-regulated learner: An overview. Theory into Practice</p> | Optional |

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| | | developing self-regulated learning in your ECT | | |
| Year 2 – Half term 4 | A professionally acceptable workload (seminar) | Understand the key drivers of workload Know strategies to support with individual workload Be able to support your ECT to look critically at their workload | Department for Education (2016a) Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group Department for Education (2016b) Eliminating unnecessary workload around planning and teaching resources: Report of the Independent Teacher Workload Review Group Department for Education (2019). Reducing workload: supporting teachers in the early stages of their career: Advice for school leaders, induction tutors, mentors and appropriate bodies Greer, J. & Daly, C. (2020) Professionally acceptable workload: Learning to act differently towards effective change. | Select 2 of the 5 Y2 offered seminars for delivery |
| Year 2 – Half term 4 | Finding balance in your workload (self-directed study) | reflect on the extent to which you prioritise balancing your own workload understand key aspects of work/family border theory reflect on your own work-life balance in relation to work/family border theory | Clark, S. C. (2000) <i>Work/Family Border Theory: A New Theory of Work/Family Balance</i> . Office for National Statistics (2018). Measuring National Well-being: Quality of Life in the UK, 2018 Ofsted (2019). Teacher well-being at work in schools and further education providers | Optional |
| Year 2 – Half term 5 | Developing an inclusive | Understand what inclusive practice is | Assets.publishing.service.gov.uk. (2021) Newly Qualified Teachers: Annual Survey 2017. Department for Education (2021) SEND Code of Practice. | Select 2 of the 5 Y2 offered |

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| | educator (seminar) | Know how you can develop you ECTs inclusive practices Use the development cycle to develop your ECT's inclusive practice | Department for Education (2021) Schools, Pupils and their Characteristics: January 2021. Education Endowment Foundation (2017) Special Education in Mainstream Schools Guidance Report. Educationendowmentfoundation.org.uk. (2021) Special Education Needs and Disabilities Evidence Review. Education Endowment Foundation (2021) Within Class Attainment Grouping. Education Endowment Foundation (2021) Special Education Needs and Disabilities SEND. Gray, P., Norwich, B. & Webster, R. (2021) Review of Research about the Effects of Inclusive Education: A Summary. Right to Education (2021) Richards, G. and Armstrong, F. (2016) Teaching and Learning in Diverse and Inclusive Classrooms. | seminars for delivery |
| Year 2 – Half term 5 | Understanding equality diversity and inclusion (self-directed study) | understand key terminology when discussing diversity and inclusion in schools have reflected on how equality, diversity and inclusion is addressed in your own school context know how to support your ECT with their pupils with SEND . | Department for Education and Department of Health (2015). Special educational needs and disability code of practice: 0 to 25 years. Gov.uk. 2013. Equality Act 2010: advice for schools - Publications - GOV.UK. Gray, P., Norwich, B., & Webster, R. (2021). Review of Research about the Effects of Inclusive Education: A Summary. SEN Policy Research Forum. | Optional |

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|----------------------------|---|---|--|--|
| Year 2 – Half term 6 | Developing beyond the ECF (seminar) | Understand and celebrate your ECT’s development Know how to support your ECT to continue to develop after the ECF Understand your own development | Assets.publishing.service.gov.uk (2021) DfE Teacher Retention Strategy Report Clutterbuck, D. (2021) Phases of the mentoring relationship. Dera.ioe.ac.uk. (2021) Evidence on Working conditions, teacher job satisfaction and retention November 2017 Hobson, A., Ashby, P., Malderez, A. & Tomlinson, P. (2009). Mentoring Beginning Teachers: What We Know and What We Don't. Kraft, M. & Papay, J. (2014) Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. Nfer.ac.uk. (2021) Teacher Workforce Dynamic in England: Final Report Papay J. P. & Kraft M. K. (2017) Developing Workplaces Where Teachers Stay, Improve, and Succeed. Ragins, B., Clutterbuck, D. & Matthewman, L. (2011) Mentoring and Diversity. | Select 2 of the 5 Y2 offered seminars for delivery |
| Year 2 – Half term 6 | Mentor Assessment | Understand your strengths and weaknesses against learning science and the Early Career Framework. | | Mandatory |