

Enabling Excellence in the ECF

Examples of good practice from schools who have been involved in the Early Careers Professional Development Programme (EC PDP) in 2021-2022

MENTORS

Timetable your Mentor session

Timetable this session into your week. Just like a lesson – you would prepare and be ready for the same slot each week.

One page summaries

To support with workload, Mentors have been reminded to read the one-page summaries for each Block's weekly mentor session.

Flexibility and Personalisation

Our ECTs are all at differing starting points. Ensuring that our Mentors allow for flexibility and personalisation of the programme to adapt to their ECT's needs, has meant that our ECTs have made good progress towards the Teachers' Standards in their capacity as an ECT so far.

Iris connect

We have taken advantage of the free access to the Iris connect platform and encourage ECTs to record lessons/ parts of lessons for a stimulus for the mentoring/coaching discussion.

Peer to peer buddies

Mentors that have been buddied up in school have their half termly mentor buddy session as part of the whole school CPLD calendar.

ECF Mentors

Our Mentors are not necessarily subject specific. We appointed Mentors as members of staff who are our best practitioners in evidence based T&L, the most engaged with research and hold the core component qualities of being an effective Mentor, including interpersonal skills.

Additional subject specific Mentor

We have asked someone from the ECT's department to act as a subject Mentor. This has means they can still access subject specific support.

Additional non-contact time

We give our Mentors additional non-contact time to carry out the Mentor role and responsibilities effectively (0.5 day every 2 weeks) During this time, Mentors can plan for the upcoming Mentor meetings, to ensure that there is opportunity to follow up the content of the meeting with an observation of what this looks like in practice.

School directed time

Due to the high quality materials that are being delivered as part of the EC PDP, this has been high-quality professional development for Mentors. Mentors have used their school directed time which is allocated to whole school professional continuing professional learning and development, to invest in the Mentor training and delivery for their ECT.

ECTs

Timetable your ECF study-time

We encourage our ECTs to block out time in their timetable, to ensure they access the self-study material for that week. This also means they can plan when they want to see something in action.

Working together

Completing self-study materials with other ECTs across our Trust has been invaluable in terms of support. It has kept everyone on track with regards to content.

BOTH

Front loading CPLD

We give Mentors and ECTs time, (2 hours), to front load each block, at the start of each half term.

September INSET days

We have built time to our INSET day Professional Learning programmes to provide directed time for ECTs and Mentors to complete block training and self-study materials.

SCHOOL LEADERS

Liaising with the Delivery Partner

Where we have been unable to release ECTs and/ or Mentors to one event, we liaised closely with our Delivery Partner who was able to ensure that we could access an alternative dates for the training. Where we have been unsure at any point in regard to the programme, our Delivery Partner has been our first point of call.

Aligning whole school CPD with the ECF

In order to support our ECTs, we have tried to align staff CPD with particular areas, e.g. Block 2 focuses on metacognition and how pupils learn. We did a staff meeting around this (same with the behaviour unit in Block 1) so that ECTs can have the opportunity to discuss and share practice with other staff.



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