

Supporting Schools with Enhancing Engagement

As part of Early Career Teacher Induction, it is all stakeholder's responsibility to ensure consistent engagement with an ECF Programme. We know that consistent, high-quality engagement with an evidence-based curriculum and instructional coaching results in improved teacher quality (EEF 2021, *Effective Professional Development Guidance Report*).

As your Delivery Partner and Appropriate Body, we want to support you in ensuring you get the most out of ECT induction so that you develop and retain high quality teachers in your setting. To support you in creating consistent engagement habits we commit to monitoring engagement and supporting Induction Tutors when it doesn't meet the required expectations.

[This link](#) supports you in utilising Steplab to monitor engagement in the programme. As a reminder:

Year of Induction	Self-study engagement	Instructional Coaching
1	One module per week	One cycle per week
2	One module per fortnight	One cycle per fortnight

The table below outlines how we will support:

Support Level	Prompt	Support
1	We identify a lack of engagement due to technical or logistical support being required.	<p>You do As the Induction Tutor, you will contact our ECF team to make them aware of any barriers in accessing Steplab.</p> <p>We Do Exceed's ECF Team will support participants with onboarding and access to Ambition's leaning platform Steplab. Where necessary, the team will escalate issues to Ambition for resolution. This includes tasks such as matching ECTs and Mentors on Steplab and enabling Induction Tutors gain platform access.</p>
2	During our weekly monitoring of Steplab we notice small inconsistencies in coaching or self-study engagement.	<p>You Do Induction Tutors use the 'Lead' tab on a weekly basis to monitor, praise and nudge as appropriate.</p> <p>We Do During monitoring, Steplab is used to send nudges and praise:</p> <ul style="list-style-type: none"> • Nudges encourage ECTs and Mentors to complete self-study modules or log coaching sessions. • Praise acknowledges and thanks participants for their engagement. <p>A nudge/praise results in an automated email to the recipient and a notification on the portal.</p>

Support Level	Prompt	Support
3	Other support hasn't resulted in improved engagement. More significant inconsistencies are evident in coaching or self-study engagement for a prolonged period.	<p>You Do The Induction Tutor should meet with colleagues showing a lack of engagement and discuss strategies for this to improve. The ECF team should be updated on actions in place to improve engagement.</p> <p>We Do The Induction Tutor will be contacted by our ECT team via email/phone call to ensure they can challenge this as part of their responsibilities. Responsive support will be offered.</p>
4	Engagement with the ECF Programme has not improved despite various levels of support being provided.	<p>You Do/We Do Induction Tutors are invited to a Data Insight Meeting to review engagement in detail and develop a tailored support plan. The session will include responsive training and resources for the Induction Tutor.</p>
5	A lack of engagement is evident for more than half a term. Previous support has not improved engagement.	<p>You Do/We Do The Appropriate Body will book a visit to the school to further investigate the implementation of the ECF. The visit will involve a meeting with the Induction Tutor, Mentors and ECTs. Recommendations will be made and followed up by a further visit.</p>
6	Disengagement in the ECF programme is sustained and has not improved with support in place.	<p>We Do The Appropriate Body will follow the guidance outlined in the concerns policy (can be found on ECT Manager).</p>