

What to Expect from the Early Career Framework

#WeExceed

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Hub

Exceed Teaching School Hub is an organisation led by Copthorne Primary School and part of Exceed Academies Trust. The hub supports teacher development in all 215 Bradford Schools plus our partner schools and trusts beyond the city.

Today, I'm going to provide a brief overview of what you can expect from the Early Career Framework when you commence your two-year induction as an Early Career Teacher, or ECT. I'm going to try and leave plenty of time for your questions!

As I'll mention during this presentation, there are numerous interpretations of the Early Career Framework delivered through a range of training and support programmes. Each one is different.

I'll try to talk in generic terms but aspects of the programme design that I touch on may be specific to one provider rather than typical of all programmes. In the short time we have together, it is impossible to describe all the programmes available to support all ECTs. Your school will choose one programme to support you and your Mentor.

The 'golden thread' of teacher development



The government's 2019 Recruitment and Retention Strategy introduced the idea of a 'golden thread' of teacher development, where progressive frameworks build on those of the previous phase of a teacher's career.

The ITT core content framework used by training providers informs the Early Career Framework. The ECF informs the frameworks for each of the six National Professional Qualifications for aspiring and current school leaders.

No great schools without great teachers

*“Teachers are the foundation of the education system - there are **no great schools without great teachers**. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest”.*

“...too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development”.

*“Our vision is for the Early Career Framework (ECF) to **build on high-quality Initial Teacher Training (ITT)** and become the cornerstone of a successful career in teaching”.*

DfE, 2019: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career-Framework-April-2021.pdf

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Here's a short quote from the government's Recruitment and Retention Strategy.

Historically, the variability in the quality of support that early career teachers have received has been a concern. By introducing the ECF as an entitlement for all ECTs, the government hopes this will be addressed - and that all ECTs will benefit from high quality training and support in the first two years of their career.

The Early Career Framework

*“The early career framework is the evidence base which underpins this new entitlement for early career teachers’ professional development. It sets out what all early career teachers **should learn about**, and **learn how to do**, during the first 2 years of their careers”.*

DfE, 2021: <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

Another quote this time from the ECF itself.

Each framework - the ITT core content framework, the ECF and the NPQ frameworks - outline what a teacher should learn about and what they should learn how to do. The ECF focuses on the first two years of a teachers career.

Should you wish to, you can download a copy of the ECF from the government’s website. You will experience the ECF as a training and support programme developed by lead providers designated by the DfE.

Options for schools

The ECF has been used to create teacher development programmes. Schools have three options to choose from:

- **Full Induction Programme (FIP):** Fully funded by the Department for Education (DfE). Created by lead providers (e.g. Ambition Institute, Teach First) but delivered via teaching school hubs and some trusts. Weekly activities and **support for the ECT and their Mentor**. Majority of schools use this offer.
- **Core Induction programme (CIF):** Created by lead providers during a 'pilot' ECF roll-out. Free to access by schools. Less funding, more emphasis on the employing school delivering the content.
- **School-based induction programme:** 100% planned and delivered by the employing school. Limited national funding. Higher levels of scrutiny to ensure this is rigorous.

Providers, such as Ambition Institute and Teach First, and, in a much smaller number of cases, schools have used the ECF to design a training and support programme for ECTs and their Mentor.

Most schools opt for the Full Induction Programme as this is robust and fully funded by the government. Some of the training is provided by delivery partners, such as Exceed Teaching School Hub, as this adds capacity to the benefit of the school and the ECT.

Schools can opt to use nationally produced materials but deliver all aspects of the programme themselves. Not as many schools have opted for this. This is known as the Core Induction Programme.

Finally, schools can design and deliver their own ECF-based programme. Even fewer schools have opted for this - it's a huge undertaking.

Entitlement

- A two-year ECF based induction is an ECT's **entitlement**
- It is **statutory** for schools to facilitate this alongside a timetable reduction (10% in year 1, 5% in year 2), providing ECTs with a named Mentor, providing opportunities for the ECT to observe more experienced teachers, etc
- The ECF is the **curriculum** for your training and support
- The ECF is **not assessed** but engagement needs to be high

- ECTs are assessed against the **Teachers' Standards** by their Induction Coordinator (a senior leader in your school) based on evidence gathered through observations, students books, discussions with your Mentor, etc, through a separate process via an Appropriate Body
- An **Appropriate Body** quality assures your induction to help ensure you receive your entitlement and to confirm you have successfully completed your induction. This is done via termly progress reviews and end of year 1 and 2 assessments
- Induction only starts when an ECT is registered with an Appropriate Body

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It is important to highlight that an ECF-based induction is an entitlement for all ECTs. It is not optional for schools.

ECTs should benefit from:

- a reduced timetable in year 1 and year 2 of induction,
- a Mentor, and
- have opportunities to observe more experienced colleagues, for example.

The ECF-based training is not assessed, but the engagement of both the ECT and the Mentor is monitored.

Your employer will undertake progress reviews each term and an assessment at the end of year 1 and 2 of induction. These capture your development using the Teachers' Standards as the benchmark. An organisation known as an Appropriate Body quality assures these reviews and assessments and helps to ensure you are receiving your entitlement.

Your school will need to register you and your Mentor with an ECF training providers (to access the training and support), the DfE (to secure funding), and an Appropriate Body (for the quality assurance of your induction).

Features of the FIP training and support

Beyond your basic induction to your school, e.g. school policies:

- **Conferences** - full day face-to-face events
- **Clinics** - short online sessions facilitated each term by an expert
- Weekly **self-study** based on key themes: behaviour, instruction, and subject. This may be fortnightly in year 2 of induction
- Weekly structured support from your **Mentor**, connecting the self-study to instructional coaching in your school's context
- **Instructional coaching** - to deliberately practice and then apply strategies in the classroom. Research shows this is the most effective form of teacher development

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So, what might your training look like? This will vary between providers and programmes but here's an example.

Your programme may include:

- Full day Conferences - perhaps one in each September of induction and one in January of year 1
- One-hour Clinics to introduce new learning once a term
- Weekly Self-study based on aspects of the ECF
- Weekly Mentor support to enhance your self-study; and
- Weekly Instructional coaching to help you form new classroom based habits to further developing your teaching

The sessions will cover the broad themes of the programmes, such as behaviour, instruction, and subject.

The self study and instructional coaching will take about one hour per week during the first year of induction. This may reduce to one hour per fortnight in the second year.

Instructional coaching

*“The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of **deliberate practice**. The first step is to **identify a destination or outcome**, often called the target performance”.*

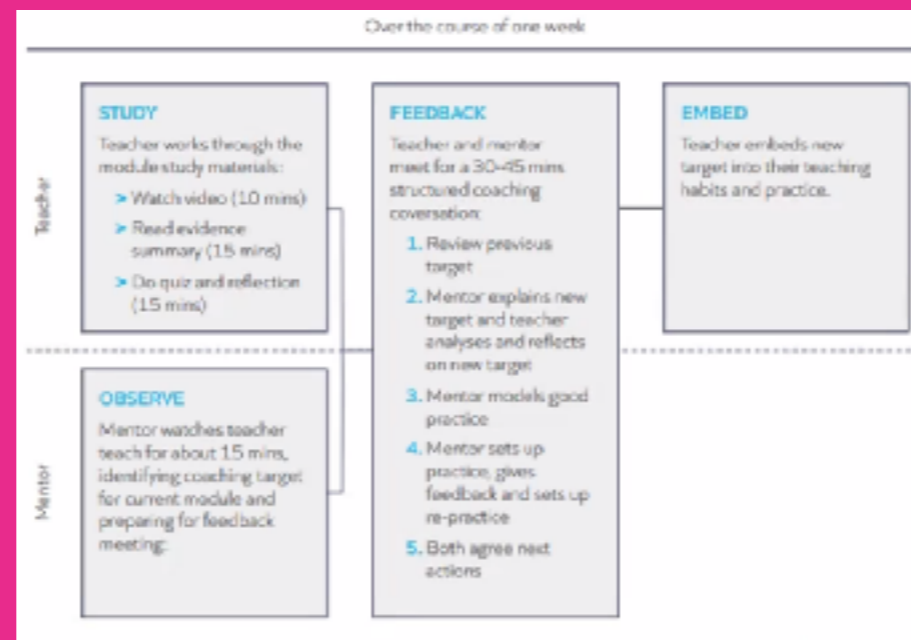
*“Teachers can move from their current performance towards this target performance by **practising a sequence of sub-goals** with the aid of a **coach**. This allows them to overcome existing ingrained habits and adopt new behaviours. The input of the coach is in observing the practitioner’s current performance, **setting precise sub-goals and designing practice**”.*

Ambition Institute, 2019: <https://www.ambition.org.uk/blog/what-instructional-coaching/>

Here’s a brief description of instructional coaching if you are not familiar with it.

Instructional coaching is the form of teacher development with the most robust evidence base for impact.

Instructional coaching in practice



Step by step, you will develop your practice throughout the programme.

This is what a typical week may look like with self-study and reflection leading to a short observation, instructional coaching and target setting with your Mentor.

In total, these steps, combined, take about one hour per week.

Suggested next steps

Once you've secured employment:

- Make sure the school has your **Teacher Reference Number (TRN)**. Ask your ITT provider if you don't have a record of this
- Ask your school **which ECF based induction programme** you will be accessing, e.g. Full Induction Programme via Ambition Institute and Exceed Teaching School Hub
- Check which **email address** the school used to register you with i) the provider ii) the DfE and make sure you have access to this account
- Watch out for emails asking you to **register and onboard** for the programme (check junk mail) - summer/autumn term
- Ask which **Appropriate Body** will quality assure your induction (the school register you for this separately to the ECF based training)
- Check out Exceed Teaching School Hub's website for more opportunities now and in the future: www.teachingschoolhub.co.uk

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Here are some next steps once you have secured employment. Some are very practical, others involve some research or action on your behalf:

Your TRN is unique to you and it is used to track your registration for the programme and the release of funding to your school. Ensuring this is registered accurately with the provider and the DfE is extremely helpful for everyone.

Find out what type of programme you will access. For most people it will be the Full Induction Programme. Find out which provider your school will be registering you with. You can then research the programme so you know more about what to expect, although you are likely to be invited to an induction conference early in the programme.

Your school needs to use the same email address to register you with the provider and the DfE. If they use your new school email address, ensure you have access to the account. Without it you won't be able to complete your actions during the registration process.

Ask your school who will be your Appropriate Body. In the autumn the Appropriate Body will contact you to introduce themselves and tell you how to contact them.

Finally, Exceed Teaching School Hub is here to support you now and in the future. We have many sources of advice and a wide range of free events you can access. Check out our website - www.teachingschoolhub.co.uk - on a regular basis and subscribe to our newsletter.

Thank you for listening. Thank you for the difference you are making to children in Bradford and often beyond.