

ECT training, development and mentoring



Professor Haili Hughes, Yamina Bibi, Catherine Dowell

Outline of evidence:

- Haili Hughes on the ECF, with a focus on mentoring
- Yamina Bibi on the ECF and mentoring from a school leader's perspective
- Catherine Dowell on a case study of what Early Career provision could look from a school perspective

What is the ECF?

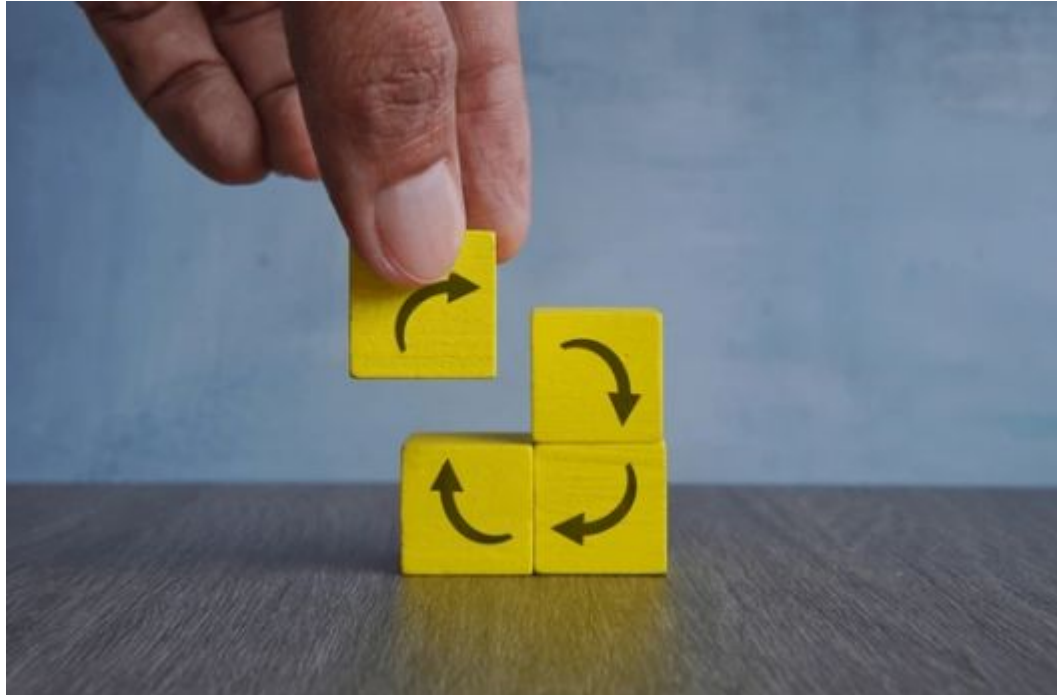
- Structured 2 year support and development package for new teachers
- Rolled out in September 2021 after piloting in select regions in 2020
- Part of the DfE 'Recruitment and Retention' strategy 2018, started with the Carter Review in 2015
- Funded by the DfE, delivered by approved training providers
- Implemented by Teaching School Hubs, who act as 'Appropriate Bodies'
- Move towards schools being more involved in teacher training, bookended by ITT Market Review
- Funded time for mentors in first and second year, as well as a training package using same evidence as ECT's.

Mentoring and the Early Career Framework





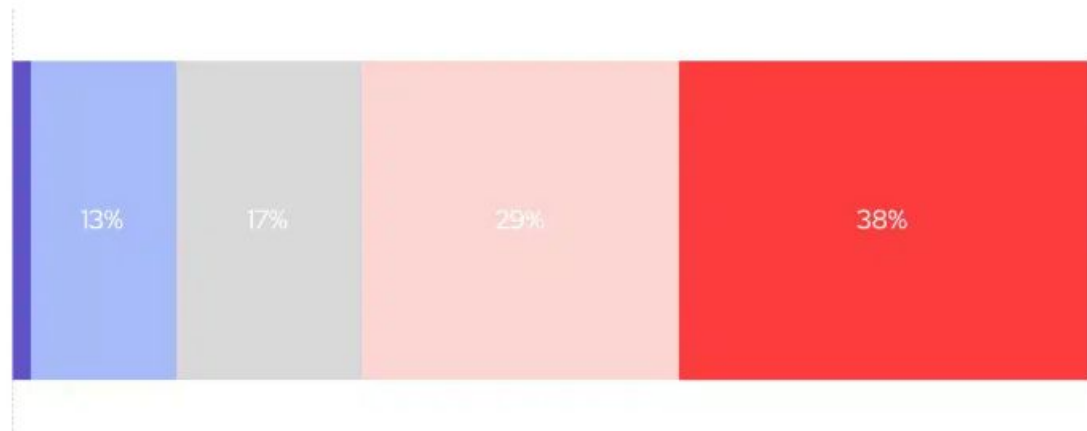
Steamrolling out complexity






Teacher Tapp, 2022



"I have learned a lot from the ECF that I didn't already know (from experience or initial training)"

August 2022 (N=231)



Question answered by 235 ECTs in August 2022 (results weighted to reflect national teacher and school demographics)

 Strongly agree – I've learned a lot
 Agree
 Neutral

 Disagree
 Strongly disagree – I've learned very little

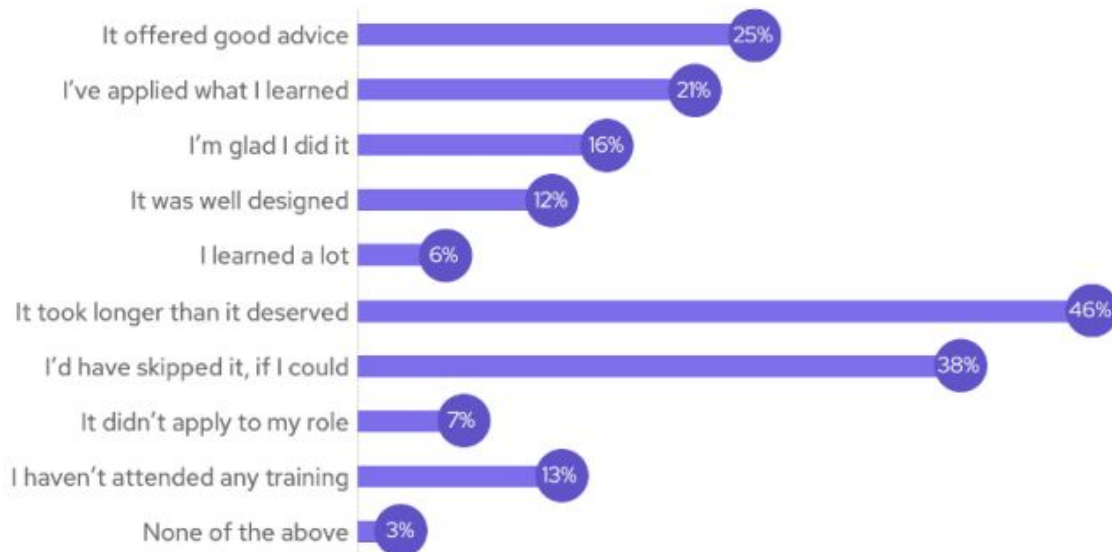
Overcodification and drilling of techniques

‘Love the one you’re with’ (2025)

- Belonging
- Psychological safety
- Agency over teaching and PD
- Relationships
- Community

Teacher Tapp, 2022

Which of these describe the *mentor training* you have experienced as part of the ECF?



Question answered by 636 mentors to early career teachers in August 2022

Figure 10: Mentors views on the mentor training they received

Mentors as instructional coaches

Mentors as instructional coaches for new teachers: lessons learned from the Early Career Framework in England

Caroline Daly, Polly Glegg, Beth Stiasny, Mark Hardman, Becky Taylor and Claire Pillinger, Institute of Education, University College London, London, UK, and Haira Gandolfi, Faculty of Education, University of Cambridge, Cambridge, UK (2023)

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MENTOR PROGRAMME 23_25

	YEAR 1			YEAR 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Facilitated content (face to face or online)	Conference 1 1 day	Clinic 90 minutes	Conference 2 1 day	Clinic 90 minutes		
	Coaching for mentors (optional)					
Online content	Year 1 Orientation 1 hour	Mentoring and coaching development area (optional)		Year 2 Orientation 45 min	Mentoring and coaching development area (optional)	
Instructional coaching	Weekly instructional coaching of an ECT with access to video models, evidence summary and instructional coaching scaffolds and steps 36 hours (1 hour per week)			Fortnightly instructional coaching of an ECT with access to video models, evidence summary and instructional coaching scaffolds and steps 18 hours (1 hour per fortnight)		

Year 1 Mentor

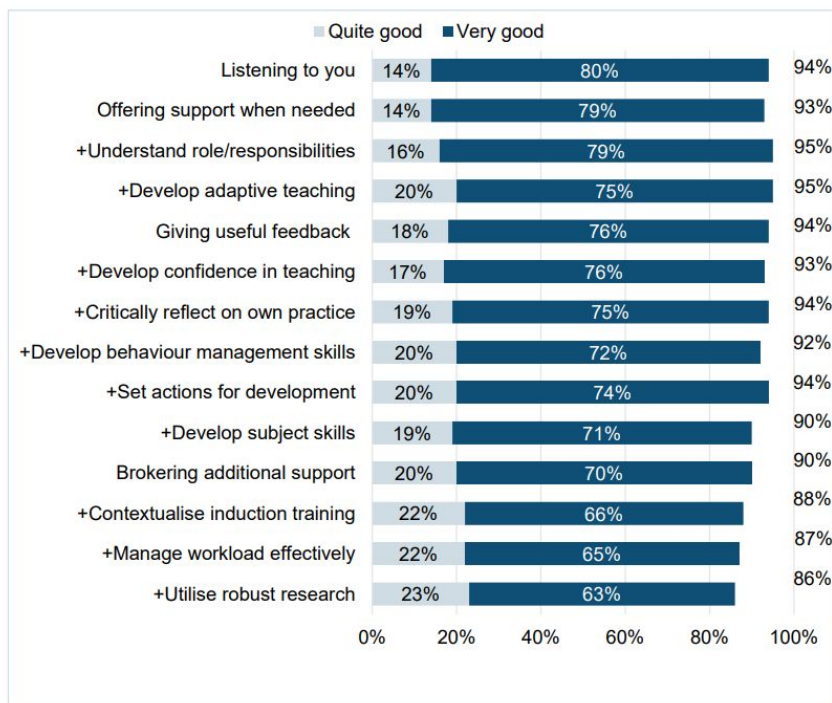
Term	Event	Commitment		
Autumn	Welcome Conference	4 online twilight sessions (equivalent to 1 day)	Weekly viewing of a short recording detailing the materials and activities your ECT should have completed in preparation for the mentoring session	Weekly mentoring sessions
	Module 1: How can you create an effective learning environment?			
	Module 2: How do pupils learn?	1 online seminar		
Spring	Module 3: What makes classroom practice effective?	1 online seminar		
	Module 4: How can you use assessment and feedback to greatest effect?	1 online seminar		
Summer	Module 5: How can you support all pupils to succeed?	1 online seminar		
	Module 6: How can you design a coherent curriculum?	1 online seminar		

Mentor workload and training (DfE, 2024)

- Mentors broadly felt there should be some form of recognition or accreditation for the mentor role
- Mentors can sometimes feel quite isolated and lack the opportunity to network.
- Some mentors felt the mentor training was too prescriptive and was unnecessary for experienced mentors
- Logistical and resource-based constraints, such as finding time off-timetable that aligned or lesson cover, meant mentor meetings often happened before or after school hours.
- Some mentors were unsure how best to support their ECTs with bespoke advice on their area of enquiry

Department for Education, 2024

Figure 4: ECTs' positive ratings of their mentors' help and support in the end-point survey



Mentoring recommendations:

- Give mentors time
- Evaluate mentor training
- Some form of mentor accreditation
- More subject/phase specific training
- Audit of prior experience to stop repetition
- Less cognitive science and more andragogy, soft skills

ECF and Mentoring from a School Leader's Perspective

- Whole school impact- releasing mentors for training means increase cover which in turns impacts on other in school issues
- Trainee teachers- have to have a teacher in the room- cost of another teacher
- Improvement in quality of in-school CPD as a result of ECF
- Builds capacity in teachers delivering CPD for ECTs and trainees
- Repetitive for trainee teachers who also stay on in their training schools
- Lead Mentor - SLT member

What do ECTs say about teacher retention and recruitment?

"I like the structure of mentor meetings which are linked to the ECF. I can see what I need to work on.

I just think that ECTs already have a lot to do and the ECF adds additional workload like observing a colleague weekly. It takes me hours to plan a lesson and then having to do other things alongside my teaching and planning is really hard.

"I love being a teacher but it's really stressful. I talk to my friends who are doing other jobs or on graduate programmes and their work life is different.

They're not overwhelmed and have a social life whereas I don't even have time for myself let alone others. I'm not sure how long I can stay in this job and I'm only in my second year of teaching."

What do mentors say about ECF?

"I love being a mentor and I think the ECF is better than what I had as an NQT. I feel like it's developed my knowledge too as a result. However it can be really time consuming so although my timetable reflects my mentor role, I feel like it's not always enough.

I do enjoy the mentor training but I also feel guilty because I know there is a lot of cover and behaviour issues when i'm not in.

"I find the mentor training quite frustrating because I'm an experienced teacher and I think this needs to be taken into account.

I do think that ECTs do have a lot more to do than previously so I think this needs to be considered.

I also think Instructional Coaching can be helpful for ECTs from a pedagogical perspective but doesn't always teach new teachers about the nuanced skills needed to stay in teaching like being resilient, adapting to situations and I think that needs to be considered.

The Impact of the Early Career Framework (ECF)
Programme on the Work Engagement, Wellbeing and
Retention of Teachers: A Longitudinal Study, 2021–2026;
September 2024 Interim Report

*Qing Gu, Sofia Eleftheriadou and Lisa Baines; UCL Centre for
Educational Leadership*



A case study of an integrated professional learning culture



“Having the opportunity to speak with your ECTs has been a privilege. Not one of the members of staff paused or hesitated when they answered my question about what it is like to be an ECT at Grove School. They were overwhelmingly positive about the support they have received and how it has helped them to develop as teachers... and you weren’t even in the room!”

Prospective ECT

Weekly/ fortnightly support:

1 hour team teaching with their mentor in an agreed subject. (1st year ECTs).

1 hour a week to complete their online modules during the school day.

(All ECTs and all mentors)

Dedicated time for mentor meetings. (1st year ECTs weekly; 2nd year ECTs fortnightly)

1 hour team teaching in maths. (1st year ECTs weekly; 2nd year ECTs fortnightly)

Weekly team teaching with an English specialist. (ECTs in Years 5 and 6)

Weekly team teaching with a maths specialist. (ECTs in Year 6)

Weekly joint planning time with their mentor. (EYFS ECTs)

Weekly ECT Mentor Meeting Record

Date of meeting: 23.01.25

ECT: XXX

Mentor: XXX

This document should be completed during the meeting and a copy should be emailed to the ECT at the end of the meeting.

A Brief Summary of Discussions (note form) Block 1 Module 1.2

- XXX has addressed last week's targets, she is using excellent retrieval strategies to recap prior learning in foundation subjects.
- AHT team teaching- conclusions are developing, strong focus on using scientific vocabulary and a 'no hands up' approach was used.
- Team teaching with DHT- some low level behaviours noted, new strategies shared by DHT. XXX will implement these before Spring 2 (speak with DHT about using the 'Interrupting Chicken')

Agreed Actions (no more than 3)

Points to be Actioned:	By Whom:	Date to be Achieved:
- Take part in shared Big Write marking- improve subject knowledge of age related writing expectations.	XXX	30.1.25
- During science team-teaching, develop a more dynamic, episodic teaching style with co-teacher. Use this to engage and challenge the pupil.	XXX	30.1.25
- Speak with DHT about the use of the 'Interrupting Chicken' and ask to observe this being used in class.	XXX	30.1.25 (implement by 14.2.25)

Additional Comments (if needed):

- XXX attending ECT event on 27.01.25

Half termly/ termly support:

1 hour a week team teaching with an ICT specialist. (1st Year ECTs for ½ a term)

1 hour 45 minutes a week team teaching with a drama specialist. (All ECTs for ½ a term)

Participation in open classrooms. (All ECTs once a half term)

Attendance at the half termly appropriate body ECT events. (All ECTs)

45 minute 1:1 meeting with the ECT induction tutor to discuss progress and problem solve held during the school day. (All ECTs)

45 minute meeting with the ECT induction tutor towards the end of each term to review their progress and share ECT reports. (All ECTs)

Dedicated time to meet with the ECT induction tutor. (All mentors once a term)

One off development:

1 whole day reading and phonics development with DHT and leader of English. (1st year ECTs; Autumn 1)

1 whole day maths development with DHT and leader of maths. (1st Year ECTs; Autumn 1)

1 hour 45 minute session with an English consultant and the leader of English. (All ECTs)

1:1 work with an external behaviour consultant and the school's SENCO. (All ECTs)

Team teaching a music lesson with the music curriculum leader. (All ECTs)

Team teaching 2 PE lessons with the PE leader (1st Year ECTs)

Team teaching a Spanish lesson with the Spanish leader (1st Year ECTs in KS2)

Individual support plans for any ECTs if required.

What is our experience of the impact of this support on our ECTs?

Of the three ECTs who began their career in September 2022, one has left the teaching profession (33%). Both ECTs who have remained in the teaching profession are now middle leaders.

In the past 2 years, 2 ECTs have been supported by a support plan for a short period of time. Both of these members of staff are now meeting with success.

Of the seven ECTs who began their career in September 2023, two have left the teaching profession (one after 6 days and the other after their first year of teaching; 29%). One of the ECTs who has remained in the teaching profession is now a middle leader with a TLR at Grove School. Two of the second year ECTs are leading team teaching in maths across their year groups.

What is our experience of the impact of this support on recruitment?



As an ECT at Grove School I received support in lots of different ways. I found team teaching one of the most helpful. Team teaching weekly with my mentor in a variety of subjects helped to boost my confidence and knowledge within the foundation subjects. Team teaching with both the English and Maths leads helped to inform the next steps for my class and where to take the planning. We also had the opportunity to team teach with the PE lead which supported my teaching of gymnastics and how to ensure all lessons were accessible to all students.

Post ECT

As an ECT, the most valuable support I've received has been through team teaching. Working alongside experienced colleagues has allowed me to develop confidence, refine my teaching strategies and learn effective classroom and behaviour management techniques in a real-time, collaborative environment. Additionally, having a supportive mentor has been essential; my mentor has offered guidance, encouragement and practical advice whenever needed. Their reassurance and constructive feedback have helped me navigate challenges and continuously improve my teaching practice. However, having spoken with friends who are ECTs in different schools, it appears to me that the amount of support you receive as an ECT is somewhat of a lottery based on the school you begin your career in.

Second Year ECT

I am now halfway through ECT 1 and I have found the in-classroom practical support really helpful for my development, whether that's alongside myself or by observing other teachers. Team teaching with expert teachers has helped me with my teaching and helped build my confidence. Having more time and opportunities for in-person in-classroom support is personally preferred to sitting in front of a screen completing modules and answering questions.

First Year ECT

As an ECT in their first year, the support which I have found most valuable is 'team teaching'. Having an experienced teacher in the classroom during lessons has helped shape my skills when delivering lessons, as well as supporting me with planning and identifying next steps for my class. It can be very overwhelming as a young teacher stepping into the deep end with your own class of 30 children and you might often find yourself asking why you decided to do this! However, it is important to remember that trial and error is the way we learn.

Having an experienced member of staff guide you and lead you towards your vision of what kind of teacher you want to be and how you are going to achieve this, is the most effective way an ECT can be supported in my opinion.

Perfection is not the standard you enter with as an ECT but is what you want to achieve.

First Year ECT