



**Ambition
Institute**

Induction Coordinator Guide Early Career Teachers Programme

**KEEP
GETTING
BETTER**

Introduction

Welcome to the Early Career Teachers Programme. This programme supports schools to deliver the Early Career Framework (ECF), helping early career teachers develop their teaching practice during the first two years of their career.

We have drawn on the best available evidence around how professionals learn to create a programme that will not only have a lasting impact on early career teachers' knowledge and practice but will do so whilst respecting the busy and demanding working lives of teachers.

This guide is intended to help you confidently lead and oversee the implementation of this important programme in your context. It provides an introduction to the programme and an overview of your role and responsibilities.

Your school will be accessing the programme via one of two routes. Either via a delivery partner organisation (for example a Teaching School Hub or Multi Academy Trust) or working directly with Ambition Institute as part of our central cohort. Throughout this guide we have made it clear when guidance differs in relation to these two delivery models.

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Part 1: Introduction to the programme

As induction coordinator, you are integral to the smooth implementation of the Early Career Framework (ECF) and Early Career Teachers programme in your context. A strong foundational knowledge of the framework and the programme will help you fulfil this role. This section of the guide provides essential information and signposts to other resources to help you explore certain areas in more detail.

1.1 Overview of the Early Career Framework

The Early Career Teachers programme facilitates the delivery of the [Early Career Framework](#), a Department for Education framework published in January 2019. It was written in collaboration with an expert advisory group from across the education sector. The purpose of the framework is to ensure new teachers have sufficient time and resources devoted to their professional development and can thrive in the early stages of their career.

The ECF is designed to build on the knowledge acquired by teachers during initial teacher training, developing expertise in five core areas: behaviour, pedagogy, curriculum, assessment and professional behaviours. These are broken down into ‘Learn that...’ and ‘Learn how to...’ statements, to ensure that early career teachers (ECTs) develop knowledge of both effective classroom strategies *and* the thinking behind them. A useful reading list on the theory behind these statements can be found at the end of the [Early Career Framework](#).

Remember that while presentation of the ECF is structured around the Teachers’ Standards, this is simply for clarity. The ECF is *not* an assessment framework, and early career teachers are not expected to collect evidence towards it.

Your school should continue to assess Early Career Teachers in line with [updated statutory induction guidance](#).

1.2 The Early Career Teachers programme

Ambition Institute’s Early Career Teachers programme draws on the best available evidence, alongside the ECF, to help craft a set of experiences that will help early career teachers to keep getting better during this critical period. Key features of the programme include:

- > **Regular, bite-sized learning:** Evidence from the science of learning suggests that we can only focus on a few things at once and that we tend to forget a lot of what we learn, especially when it is organised into one big block (Sweller, 2016). There is more chance of making progress when our learning is spread out and part of a regular, frequent routine.
- > **Examples of classroom practice:** Understanding the theory is important but it’s also critical that teachers and mentors get to see what this looks like in practice (Rosenshine, 2012; Sweller, van Merrienboer & Paas, 1998). Our materials include videos of aspects of the ECF demonstrated by teachers in a variety of classroom settings.
- > **Practice makes permanent:** If we are to change the outcomes and life chances of our pupils, we must change how teachers teach. Sustained changes in teaching generally occur only if we keep *practising* those changes (Deans for Impact, 2016). This programme puts deliberate practice at the heart of teacher learning.

- > **Familiar routines:** The life of a new teacher is full on. To ensure this programme doesn't add unnecessary complexity, we have designed it around a set of simple, repeating professional development patterns. This means everyone can spend less time thinking about the process and more time thinking about great teaching.

To make the most of this programme we recommend you:

- > **Tailor it to your needs:** We have designed a comprehensive programme that is able to flex a lot without compromising quality. If early career teachers consistently study and get coached on powerful ideas, improvement will follow. How and when they apply that knowledge matters much less.
- > **Trust the design:** The order in which we encounter new material is important and sequencing a programme of study is a complex task. Our design experts have sequenced content on the programme to ensure early career teachers are introduced to the right ideas at the best times and revisit them lots to ensure they take hold (Dunlosky et al., 2013).

1.3 Key Terminology

Key term	Definition
Early career framework (ECF)	Department for Education (DfE) published framework of standards to help early career teachers succeed at the start of their careers.
Early Career Teachers (ECT)	Programme run by Ambition Institute, funded by the DfE to deliver the Early Career Framework in schools.
Delivery partner	Organisations working with Ambition Institute to support the delivery of the ECT programme across their network. These partners may also work with us in delivering National Professional Qualifications (NPQs).
Early career framework lead	Individual within the delivery partner with responsibility for overseeing the ECT programme in their network. The equivalent role for NPQ programmes will be called an NPQ Lead.
Delivery partner lead	Ambition Institute employee and main point of contact for delivery partners.
Visiting Fellow	Exceptional teachers from delivery partners who will deliver the ECT programme.
Induction coordinator	An experienced middle leader or senior leader who oversees the successful implementation of the ECT programme at a school level.
Mentor	Participants responsible for developing and directly coaching one or more early career teachers.
Early career teacher	Teachers in their two-year induction period. This timeframe maybe extended in some circumstances, for example part-time working arrangements. N. B. This term replaces newly qualified teacher (NQT).
Ambition coach	Representative from Ambition Institute appointed to deliver coaching on coaching for mentors and/or oversee the quality assurance of Visiting Fellow facilitation.

Key term	Definition
Conference	One-day event (~6 hours)
Orientation	An umbrella term for the support and training delivered to ECTs at the start of their programme including, the first conferences mentioned above and pre and post conference materials delivered via Steplab. N.B. This term will be used instead of 'induction' for early career teachers so as not to cause confusion with their 2-year statutory induction period.
Induction	An umbrella term for the support and training delivered to mentors and early career framework leads at the start of their programme journey including, live sessions and materials delivered asynchronously via Steplab.
Early career teacher clinic	Facilitated sessions which support early career teachers to understand elements of the ECF that cannot be easily covered via instructional coaching.
Mentor clinic	Facilitated sessions which support mentors with their coaching of early career teachers throughout the programme.
Coaching on coaching	A 1:1 session between a mentor and a visiting fellow or ambition coach offering bespoke feedback and guidance on instructional coaching practice.

1.4 Key people, responsibilities and interactions

	Teacher	Mentor	Induction coordinator	ECF Lead
Profile	A practicing classroom teacher in their first year of teaching.	An experienced, practicing classroom teacher keen and able to support the teacher to develop.	A member of the school's senior leadership team.	A senior member of a delivery partner organisation.
Role	The main audience for the Early Career Framework.	Directly supports the teacher in their development.	Oversees the running of the programme at a school level. Is the main point of contact for the associated delivery partner or Ambition Institute.	Oversees the running of the programme at a delivery partner level. Is the main point of contact for Ambition Institute.
Responsibilities on the programme	Learning and practising aspects of the framework throughout the programme.	Ensuring that the teacher understands and successfully embeds their learning into their classroom practice through effective	Responsible for ensuring the programme runs effectively across the school and that teachers and mentors are supported and held	Responsible for ensuring the programme runs smoothly across all schools in the network. Oversees all programme logistics including recruitment of schools, events and high level engagement tracking and

		coaching. Learning about effective coaching.	to account for their responsibilities. Tracks and improves the implementation of the programme over time.	reporting to Ambition.
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1.5 Programme orientation

CONFERENCES

Year 1 of the programme starts with a one-day conference for mentors and induction coordinators, and another for early career teachers*. This will mainly focus on induction and introducing the programme. Early career teachers will attend an additional conference at the beginning of year 2 to reflect on their development so far and consider how to develop expertise in their subject(s) and phase across the year.

* Due to Covid restrictions and government guidelines, some face to face events may be delivered online during the 21/22 academic year.

1.6 Programme activity

Having an overview of programme activity will help you identify how and when to support early career teachers and their mentors. The tables below show how and when they will engage with programme content.

Early career teacher inputs:

	Whole Programme		Year 1		Year 2	
	Length	Total Number	Number	When	Number	When
Early career teacher Conferences	1 Day	3	2	Half Term 1 Half Term 3	1	Half Term 1
Early career teacher Clinics	1 Hour	6	3	Half Term 2 Half Term 4 Half Term 5/6	3	3 across the year
Weekly self-study	40 minutes	36		Weekly		Fortnightly
Weekly coaching (by mentor)	45 minutes	56	39	Weekly	18	Fortnightly

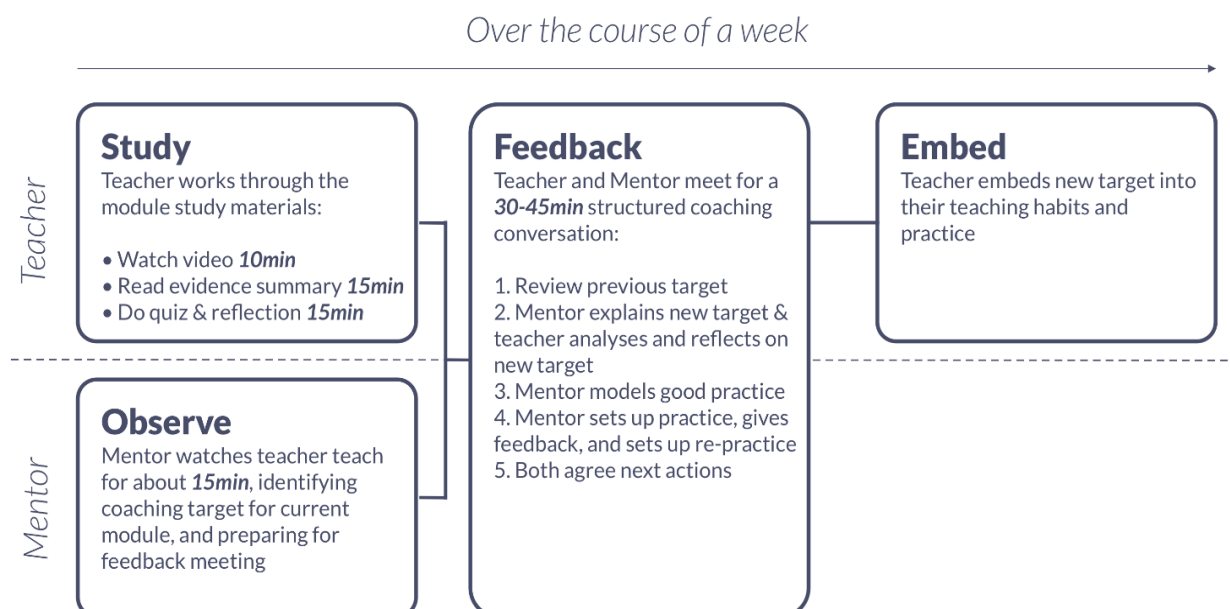
Mentors programme inputs:

	Whole Programme		Year 1		Year 2	
	Length	Total Number	Number	When	Number	When
Mentor Conferences	1 Day	2	2	July '21 June/July '22	n/a	n/a
Mentor Clinics	1 Hour	3	2	Half Term 2/3 Half Term 4/5	1	Term 1 or 2
Coaching on Coaching	1 Hour	3	2	2 across the year	1	Term 1 or 2
Observe and deliver Weekly coaching	1 Hour	56	39	Weekly	18	Fortnightly

* Due to Covid restrictions and government guidelines, some face to face events may be delivered online during the 21/22 academic year.

For more information see **Section 2.1 What you need to do.**

Here is an example of how the study and coaching work together during a typical week on the programme:



1.7 Programme structure and design

The Early Career Framework includes a substantial amount of content. The Early Career Teachers programme has been designed to enable early career teachers to learn this content and embed what they have learned into their classroom practice.

STRANDS

The programme is composed of three **strands**. A strand is the sequenced content that an early career teacher will work through over the term. Each strand has a core focus: *mainly* **Behaviour, Instruction, or Subject**. Each strand includes relevant aspects of other strands as well as important ideas and practice about teacher self-regulation.

MODULES

Each strand is divided into modules (**accessed** weekly in year 1, fortnightly in year 2). These modules revisit key concepts repeatedly. For example, a weekly module in year 1 might focus on the following section from the Early Career Framework:

1.1 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.

This concept will need to be returned to multiple times and from different perspectives to ensure it becomes embedded. The modules are designed to achieve this. Each module is comprised of the following components:

- > An **evidence summary** which provides early career teachers and mentors with a concise overview of the research relating to the module.
- > A **quiz** and **reflection** which enables teachers to consider the evidence in light of their knowledge and experiences.
- > A **video** which shows what the key concepts look like in practice.
- > Weekly **instructional coaching** which draws on this material and tailors the weekly focus to the specific context and needs of the early career teacher.

Only when combined do these pieces cover all the module outcomes. For the most part, the ‘learn that’ statements are covered in the evidence summaries and the ‘learn how to’ statements are covered in the videos and coaching sessions. As induction coordinator, your role will be to ensure this process is taking place and to offer support and guidance where needed.

EARLY CAREER TEACHER CLINICS

Throughout the programme, early career teachers will attend 6 clinics, designed to help them make sense of independent study materials and address common misconceptions in discussions with their peers and an expert facilitator. Clinics are 1 hour in length and take place approximately once every term.

1.8 Year 2

The ECF entitles early career teachers to two years of training and support. Year 2 of the early career teacher programme has been designed to enable teachers to take increased responsibility for their professional development and so provides a less frequent and more flexible curriculum. A few things to note:

- > It is suggested that total early career teacher study time during the year takes approximately five hours. This can be distributed according to teacher need and should be agreed with mentors.

- > Coaching should follow a fortnightly rhythm.
- > It is recommended that both study and coaching follow the strand pattern of year 1: Behaviour in the autumn term, Instruction in the spring term, and Subject in the summer term. This will enable teachers to make the most of clinics as part of programme training.
- > Study for each strand entails either (A) picking up unfinished modules from the strand from year 1, and/or (B) revisiting specific modules from year 1 based on teacher need.
- > Further reading that was not explored during year 1 can also be an effective learning experience and enable teachers to take greater responsibility for their own professional development.

1.9 Instructional coaching

Instructional coaching is the tool used by mentors to help improve the practice of early career teachers. It is underpinned by a robust evidence base and has been shown to reliably improve teaching and pupil outcomes (Kraft et al, 2018; Sims, 2019).

For you to oversee and support this work it is important that you understand the key aspects of instructional coaching. The active ingredients are:

- > Include a clear model of better.
- > Focus on a bite-sized area for improvement.
- > Use deliberate practice.
- > Be part of a standardised routine.

The instructional coaching process your mentors will work through is as follows:

Stage	What will your mentor(s) need to do?
1. Prepare to coach: Understand the module	<ul style="list-style-type: none"> > Review the self-study materials. While completing self-study is optional for mentors, they may wish to familiarise themselves with what their early career teacher has been studying to help inform their coaching. > Remind themselves of their teacher's previous action step.
2. Observe: Get ready for coaching	<ul style="list-style-type: none"> > Observe their teacher: track their progress with their previous action step, record praise and draw on the weekly guidance to select/write the new action step. > Plan a model example to show what good practice looks like for the action step.
3. Feedback: Conduct the coaching conversation	<ul style="list-style-type: none"> > Review the previous action step and praise their early career teacher. > Share the action step and model an example of good practice. > Support their teacher to analyse and reflect on the model example and the impact the action step will have. > Support their teacher to practise the action step. > Record their teacher's action step and follow up actions.

1.10 Training for mentors

SELF STUDY MODULES

All mentors will have access to the same self-study modules available to their early career teachers. While this content is optional for mentors, they may wish to access it both to develop their own practice, and to ensure they are familiar with what their teacher has been learning and can use it to inform their coaching.

MENTOR CLINICS

In year 1 of the programme, mentors will attend 2 clinics designed to help them develop their coaching practice and address common challenges through discussions with their peers and an expert facilitator. These groups are 1 hour in length. Dates and times will be scheduled by Ambition or your Delivery Partner, and communicated to your mentors via My Ambition.

COACHING ON COACHING

Mentors will also have two opportunities during year 1 to attend 1:1 training with a facilitator experienced in instructional coaching. These 1-hour sessions will allow your mentor to practice their coaching, receiving highly personalised feedback to help them develop their practice.

1.11 Steplab

Steplab is our online professional learning and coaching platform, designed specifically to help improve teaching in schools by drawing on the best available evidence about how teachers learn.

EARLY CAREER TEACHERS

- > Steplab gives early career teachers access to all the resources they need to improve their practice.
- > They will be given access to all online learning resources including the weekly self-study modules they need to complete as part of the programme.
- > They will also receive personalised action steps via Steplab, set by their mentor which form the focus of weekly instructional coaching, helping them develop expertise, build effective teaching habits and to keep getting better.

MENTORS

- > Steplab provides mentors with the tools they need to successfully support early career teachers with their development.
- > Through Steplab, mentors will be able to complete coaching observations, set action steps for their early career teachers and plan and deliver instructional coaching sessions, providing teachers with the feedback they need to improve their practice.
- > They will also be able to access self-study materials.

INDUCTION COORDINATORS

- > As an induction coordinator, Steplab gives you access to everything you need to ensure the smooth implementation of the early career teachers programme in your school.
- > Steplab has been designed to support you to encourage and hold mentors and teachers to account for their engagement with tracking and monitoring tools. More detail about these can be found in part 2.2 of this guide.
- > You will also use Steplab to manage administrative aspects of the programme, such as setting your

school's term dates and assigning coaching relationships, to help ensure the programme is effectively working in your school.

SUPPORT WITH STEPLAB

Further Steplab guidance for all participants can be found in the Steplab Knowledge Base. Guidance on how to access this will be provided when you first log in to Steplab in the new academic year. This section includes instructional videos on how to best use the platform, an FAQ document and details of the latest updates or improvements we have made. For any technical enquiries, including trouble logging in, please email ectsupport@ambition.org.uk.

Part 2: What you need to do

This section provides suggested approaches to lead the successful implementation of the ECF and Early Career Teachers programme in your context. In Appendix 1 we set out what these ways of working might look like in an induction coordinator case study. Consider how you might adapt these approaches to suit your specific context.

2.1 Preparing for the programme

Before the programme begins, there are several steps to complete. Investing time in these tasks early in the year will help ensure the smooth running of the programme and significantly reduce workload later in the year.

REGISTRATION

One of your first responsibilities as an induction coordinator will be to **register** all mentors and early career teachers from your school via the Department for Education portal. This will ensure that the DfE has accurate data about who is taking part in the programme and can allocate payment accordingly.

ONBOARDING

Your Delivery Partner will be responsible for registering participants with Ambition Institute on our Delivery Partner portal. Once registered, each participant on the programme (including induction coordinators) will receive an email asking them to create an account to access our online platform (My Ambition) and complete an **onboarding form** to get set up on the programme. This short form provides us with important data and allows participants to agree to our terms and conditions. We ask that you remind and support your mentors and teachers to complete this promptly so that they can begin to access programme resources ASAP.

INDUCTION TO THE PROGRAMME

Before Instructional Coaching begins, induction coordinators, mentors and teachers should attend their 1-day induction conference to ensure they fully understand the programme and what is expected of them. Training will consist of live facilitated sessions via Zoom or face to face if your associated delivery partner chooses to do so, and self-study materials available via Steplab. Conference dates will be shared with you via email and My Ambition.

CHAMPIONING THE PROGRAMME IN YOUR SCHOOL COMMUNITY

As the induction coordinator, you are the link between the programme and the school community. Having a confident understanding the Early Career Framework and the Early Career Teachers programme will allow you to answer questions as colleagues get to grips with this new aspect of school activity. It will also give you the

tools to champion the programme, supporting your school's participants to see the benefits of the programme and build their excitement.

STATUTORY INDUCTION

The Early Career Teachers programme is an entitlement to support and training which sits alongside, but does not replace statutory induction. Your early career teachers will need to be registered with your school's appropriate body, and their requirements fulfilled. Any formal observations and progress reviews should be conducted using the correct paperwork. Updated guidance on statutory induction for the academic year 2021/22 can be found [here](#).

It is also important that teachers are aware of school-specific policies. These will not be covered directly on this programme so you should introduce these as you would normally do for any teacher joining your school.

TIMETABLING

While mentoring may be a feature in your school already, the increased entitlement to training and support set out by the ECF means you may need to organise things slightly differently. A key part of your role will be to work with the Senior Leadership Team to ensure that appropriate timetabling has been put in place to support your teachers to take full advantage of the programme and make the most of its development opportunities.

STEPLAB

Before coaching can start there are two simple but essential tasks you need to complete to make sure that your mentors and early career teachers can begin working together smoothly and successfully. These tasks are:

- 1) Assigning coaches: Once your early career teachers and mentors have completed their onboarding forms, you will be able to assign teachers to a suitable coach on Steplab.
- 2) Editing term dates: To make sure your early career teachers and mentors are not prompted to engage with programme content during the school holidays, please make sure the term dates match those of your school.

We will provide guidance on both these actions when you first log into Steplab in the new academic year.

2.2 Throughout the programme

As part of the ECF, mentors and early career teachers are entitled to time, training and resources. This entitlement is outlined in part one of this guide. An important part of your role is to make sure all this happens effectively and efficiently for all your school's mentors and early career teachers. To do this, there are several actions which we suggest you complete regularly throughout the year.

TRACKING ENGAGEMENT

There are three core activities that you will need to track regularly:

1. Are early career teachers doing their weekly 'study' (watching the video, reading the evidence summary, and doing the quiz/reflection)?
2. Are mentors coaching each week (doing preparatory study, observing teaching, conducting coaching feedback meeting)?

3. Are early career teachers and mentors attending scheduled training sessions?

The resources below will help you to monitor this quickly and effectively.

WEEKLY STEPLAB ENGAGEMENT EMAIL

This email is designed to give you an understanding of the level of engagement across your school. It will provide a high-level overview of what your mentors and early career teachers are doing on Steplab, including coaching and self-study, and help to identify when you need to investigate engagement in more detail.

MY TRACKING TOOL

Your induction coordinator tracking tool on Steplab is a quick way of checking the self-study and coaching which has been completed by your mentors and early career teachers on a week-by-week basis. It also allows you to look at engagement in more detail, for example checking what self-study modules early career teachers have been accessing, or the action steps a mentor has set. We recommend you visit your dashboard regularly to track engagement and progress on the programme.

ATTENDANCE REPORTS

Schools partnering directly with Ambition Institute, or those for whom Ambition delivers the majority of the programme, will receive regular reports detailing mentor and early career teacher attendance at clinics. Schools whose Delivery Partner provides the majority of training will receive this data directly from them. You should use this information to hold your participants to account and support them to attend sessions on a regular basis.

QUALITY ASSURANCE

IF IT IS HAPPENING, IS IT EFFECTIVE?

Once you see that self-study and coaching sessions are taking place, the next step is to consider the degree to which they are being done effectively.

1. **Check action steps:** A good indicator of this might be the action steps your early career teacher is being set. When monitoring their frequency, you may also want to consider the level of progression they show. Regular conversations with your mentors will help you to understand the rationale behind these action steps.
2. **Informal feedback from teachers:** Conversations with your early career teachers will can also help you evaluate the effectiveness of the programme. What is their perception of the programme? Can they engage in discussion about what they are learning and how it is impacting their classroom practice?
3. **Feedback from Visiting Fellows:** If you are part of a delivery partner organisation, visiting fellows will have been appointed internally to facilitate sessions and provide coaching on coaching to your mentors. Coaching on coaching will provide these colleagues with a unique insight into the quality of your mentors' coaching. Consult visiting fellows if and when you feel the need to gain a clearer picture of mentor practice.

IF IT ISN'T HAPPENING, WHAT CAN I DO?

1. **Use 'nudge' function on Steplab:** If a self-study or coaching sessions have been missed, sending a 'nudge' can be a quick way to prompt your ECT or mentor to engage. A 'nudge' is a short message sent from your Steplab account to that of your ECT or mentor. You can use it to remind a participant to engage, or check if they need support. You can also send nudges to praise positive

engagement. You will receive further instruction on how to send a nudge when you first log into Steplab in the new academic year.

2. **Supportive conversations:** Where engagement continues to be low, is critical to follow up by having a conversation with the relevant individual(s). There are a variety of reasons why a teacher or mentor might appear not to have engaged with study, training and/or coaching sessions. You should work with the mentor and teacher to identify barriers or additional needs and then work with them to find solutions.

2.3 Staffing changes

We understand that over the course of the programme, you may experience staffing changes within school.

- If your school is taking part in the programme **via a Delivery Partner**, it is your responsibility to communicate the information listed below to your **ECF Lead** so they can ensure their records are up to date.
- If you are accessing the programme via our **central cohort**, you should inform **Ambition by emailing ectsupport@ambition.org.uk**.

EARLY CAREER TEACHERS

From September 2021, the provision set out by the Early Career Framework will become statutory for all early career teachers. It is therefore vital that any teacher starting their induction with you on or after September 1 2021 is registered and has access to the programme. If a new early career teacher joins your school after the start of the programme, please provide the following information to your ECF Lead (Delivery Partner Organisations) or to Ambition via ectsupport@ambition.org.uk (central cohort participants):

- > Full name
- > Phase/subject
- > Part or full-time
- > Work email address (if this has not yet been assigned, please provide a personal email address for the time being)

If an existing early career teacher leaves your school please communicate this information to your ECF Lead or to Ambition accordingly. If they are continuing their induction period elsewhere, it will be the responsibility of their new school to register them with their chosen provider.

MENTORS

During the year, you may need to replace or register a new mentor due to changes in staffing, or to accommodate a new early career teacher. Please provide the following information to your ECF Lead (Delivery Partner Organisations) or to Ambition via ectsupport@ambition.org.uk (central cohort participants):

- > Full name
- > Phase/subject
- > Part or full-time
- > Work email address
- > Reason for registration (please provide as much information as possible, e.g. additional mentor to support new early career teacher Joe Bloggs or replacing mentor X who is leaving the school)

INDUCTION COORDINATOR

The role of induction coordinator should ideally be held by someone intending to stay at their current school for at least 2 years. However, we understand that circumstances can change. Should you need to reallocate your role as Coordinator, please provide the following information for your replacement to your ECF Lead (Delivery Partner Organisations) or to Ambition via ectsupport@ambition.org.uk (central cohort participants):

- > Full name
- > Position within school
- > Part or full-time
- > Work email address
- > Reason for registration (please provide as much information as possible, e.g. replacing current coordinator due to new role)

Once the details of a new participant have been received, a member of your delivery partner organisation or our team will contact them directly to begin registration and direct them towards the appropriate induction materials.

Part 3: What support will be available to you

3.1 Key contacts

It is important to remember that you are the expert in your context, and as such are best placed to support the mentors and early career teachers in your school. Through your orientation training and use of resources like this guide you should feel confident answering most questions they have. There are also plenty of ways for you to get additional support if you need advice or guidance during the programme.

ECF LEADS

The majority of schools are part of a Delivery Partner Organisation, usually a trust or teaching school hub that brings schools together to engage in training. The ECF Lead is a senior leader within this organisation, who has oversight of the programme. For many queries you might have, they will be your first port of call. For technical issues such as login details, you and your participants also have access to our central participant team who can be contacted via ectsupport@ambition.org.uk.

CENTRAL PARTICIPANT SUPPORT TEAM

If your school is taking part in the programme directly, as part of our central cohort, you will be supported by our central participant team who can be contacted via ectsupport@ambition.org.uk

3.2 Induction coordinator training and development

You are invited and advised to attend our mentor conferences which will allow you to gain useful insight into the mechanics of the programme and how to support your mentors and teachers. We will also provide additional guidance on specific aspects of your role via asynchronous content on Steplab.

3.3 Common challenges and solutions

Here are some common challenges that you might experience during the course of the programme, along with solutions recommended by colleagues in schools.

TIMETABLING

The Early Career Framework provides an entitlement for early career teachers and mentors to have access to both development and time. This can be a significant challenge in the busy context of a school.

Work closely with the relevant members of your Senior Leadership Team and other colleagues involved in timetabling to ensure that mentors and early career teachers have the time to study, attend training and carry out instructional coaching. Making sure these colleagues understand the importance and potential impact of the programme will act as a useful starting point in these conversations. Mentors that are working with more than one early career teacher will need particular support. This might mean making sure a set time is identified on relevant timetables to ensure participants can fully engage with the programme.

A CHANGE OF APPROACH

It is likely that your school will be experienced in mentoring and early career teacher induction. However, the Early Career Framework is a relatively new approach which may differ from 'business as usual' in several ways, including:

- > Additional protected time for early career teachers and mentors to engage in programme activities.
- > The requirement to cover all ECF content.
- > Mentors using instructional coaching.

Ensuring that all those affected understand the rationale for the ECF and the design of the Early Career Teachers programme will help to create buy-in. The '[Introduction to the ECF and ECT programme](#)' PowerPoint deck provided by Ambition can be used to support this process.

Training that mentors and early career teachers receive will communicate the rationale for the programme and the expectations of their engagement clearly, but communication from you repeating this will help the message stick.

DISRUPTION TO COACHING

Coaching is the beating heart of the programme. However, disruptions will sometimes occur. You might find yourself in a situation where your mentors and early career teachers have missed a week or two. This is normal and to be expected. However, for instructional coaching to improve early career teacher practice, it needs to be established and maintained as a standardised routine. Your mentors and early career teachers should be encouraged and supported to resume coaching as soon as possible. The programme is designed to be able to flex to accommodate the competing demands of a school setting but when possible, the development of your early career teachers should be prioritised.

In response to the restrictions caused by Covid-19 in 2020-21, Ambition Institute released guidance on coaching remotely. This guidance can be used to support coaching to continue through other challenges, such as individual members of staff needing to work remotely. This guidance is included in appendix 5.

PARTICIPANT ABSENCE

A possible cause of disruption to coaching is participant absence. If you become aware that an early career teacher will be absent for five days or more, it is important that you 'pause' their Steplab account so that they do not miss any important content while they are away. For details on how to do this, please see [Appendix 6: FAQs](#).

Many thanks for taking the time to read this induction coordinator guide. We look forward to working with you and your school on the programme.

Part 4: Appendix

4.1 Appendix 1: Sequence of Study

YEAR 1, STRAND 1 (AUTUMN) | BEHAVIOUR

Week	Study and coaching	Training
1	B1 Strand fundamentals and contracting Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.	Kick-off conference Provides teachers with an overview of the science of learning and habits of planning. Programme induction Explains the programme and the ECF, and introduces teachers to aspects of self-regulation.
2	B2 Routines Explores effective routines, the role of classroom environment and its connection learning.	Clinic 1: Supporting all pupils Provides overview of SEND code of practice, and working with SENCO/Safeguarding Lead and TAs.
3	B3 Instructions Shares role of high-quality instructions and how to plan and reinforce them.	
4	B4 Directing attention Examines monitoring and reinforcing expectations with praise, voice and movement(s).	
5	B5 Low-level disruption Focuses on managing low-level disruption to learning and how to maintain a positive environment.	
6	B6 Consistency Explores how teacher consistency builds a positive learning environment.	
7	B7 Positive learning environment Focuses on the classroom culture required for pupils to learn effectively.	
8	B8 Making learning manageable Shares the link between success, behaviour and grain size.	
9	B9 Challenge	Clinic 2: Responding to challenging behaviour Explores challenging behaviour, bullying and the impact on emotional safety.

	Explores the role challenge plays in pupil behaviour.	
10	B10 Independent practice Considers the link between successful independent practice and expectations, routines and feedback.	
11	B11 Pairs and groups Focuses on how to make paired and group work successful through expectations, routines and culture.	
12	B12 Upholding high expectations Examines how to continually reinforce established foundations.	

YEAR 1, STRAND 2 (SPRING) | INSTRUCTION

Week	Study and coaching	Training
1	I1 Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.	
2	I2 Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment.	
3	I3 Instruction for memory Considers how teaching can support lasting change in pupils.	Clinic 3: Building effective relationships with parents and carers Examines what effective relationships might look like and how they can impact pupil motivation, behaviour and academic success.
4	I4 Prior knowledge Examines the implications prior knowledge and misconceptions have on instruction.	
5	I5 Teacher exposition Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.	
6	I6 Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	

7	I7 Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.	Clinic 4: Adapting teaching for pupils Focuses on resources, grouping and working with other adults.
8	I8 Explicit teaching Explores explicit teaching across a lesson/unit of learning.	
9	I9 Scaffolding Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.	
10	I10 Questioning Looks at how effective questions can deepen and extend pupil thinking.	
11	I11 Classroom talk Explores how classroom talk can help to develop pupils' mental models.	
12	I12 Feedback Examines the link between teacher questions, feedback for pupils and responsive instruction.	

YEAR 1, STRAND 3 (SUMMER) | SUBJECT

Week	Study and coaching	Training
1	S1 Strand fundamentals and re-contracting Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.	Clinic 5: Teacher wellbeing and workload Looks at teacher wellbeing, support available and ways to manage and reduce workload.
2	S2 Planning backwards from learning goals Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.	
3	S3 Types of knowledge	

	Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.	
4	S4 Gaps and misconceptions Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.	
5	S5 Acquisition before application Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates.	
6	S6 Promoting deep learning Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.	
7	S7 Developing pupils' literacy Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.	
8	S8 Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.	
9	S9 Assessing for formative purposes Examines the link between learning goals, formative and summative assessments.	Clinic 6: Early Literacy 1 - Reading and phonics Focuses on systematic synthetic phonics, high-quality texts and early reading.
10	S10 Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.	
11	S11 Adapting lessons to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.	
12	S12 Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.	

4.2 Appendix 2: Induction coordinator pre-programme checklist

This checklist details the key tasks you will need to complete to ensure the programme gets off to a smooth start. You may wish to use it as a reminder of what you have and have yet to complete.

Completion window	Task	Complete?
July	Schedule time to meet with senior leaders to share information on the programme, including 'Introduction to the ECF and ECT programme' PowerPoint if appropriate	
July	Ensure timetable allows mentors and early career teachers allocated time off timetable, including opportunities for weekly coaching meetings	
July-September	Complete Onboarding form	
July-September	Register all mentors and early career teachers via the DfE portal	
July-September	Ensure all mentors and early career teachers complete onboarding process and are able to access Steplab	
July-September	Sign up to and attend induction conference	
July-September	Ensure all mentors and early career teachers complete sign up to and attend conference 1	
September	Ensure all new early career teachers are registered for statutory induction with the appropriate body and that provision is in place for any compulsory assessment	
September	Under the 'administrate' section of Steplab, set your school's term dates	
September	Under the 'administrate' section of Steplab, assign your mentors and early career teachers to one another to allow them to begin coaching	
September	Meet with your mentors and early career teachers to ensure they are confident in their roles and ready to begin the programme	

4.3 Appendix 2: Induction Coordinator Case Study

The following case study is intended to show what the actions of a successful induction coordinator might look like in practice, during term 1. As you read, consider which of induction coordinator X's actions you could take and/or adapt to your school context. Please bear in mind that every school context is different, and you may not wish to take them all.

Induction coordinator X is an Assistant Head with responsibility for teaching and learning. He works in a secondary academy which is part of a small multi-academy trust. All schools in the trust are part of the Ambition Institute Early Career Teacher programme. In his school there will be six early career teachers and six mentors involved in the programme.

He is an experienced Induction Lead, however he is aware that the role of early career teacher induction coordinator will be different, bringing with it new challenges and opportunities. Induction coordinator X carves out some time to develop a solid understanding of the framework and the programme. He reads the induction coordinator Guide. Using the links provided via email, he registers with My Ambition, gains access to Steplab and completes the onboarding process, ensuring all mentors and early career teachers do the same. He completes the online induction content on Steplab and attends the induction conference alongside the mentors from his school. As a follow up he engages in the post-conference materials on Steplab specifically for induction coordinators. Acknowledging that the ECF is heavily informed by cognitive science, he decides to supplement

his knowledge with some extra reading to help him lead implementation and support colleagues effectively.

On Steplab, X assigns mentors to ECTs as coaches and edits the term timetable to reflect that of his school. He familiarises himself with the 'My Tracking' tool to make sure he is ready to use it as a monitoring tool once activity begins. Before the start of the new academic year, X reviews mentor and early career teacher timetables to ensure they are available at the same time and can commit to weekly coaching sessions. In the case of one early career teacher and mentor this is not possible. He arranges for them to be released from the detention supervision rota so that coaching can be prioritised.

X is keen to balance this new responsibility with his other professional and personal commitments. He knows that investment in the initial stages will save him a lot of time and effort later on in the year and ultimately make successful implementation more likely. Putting effective monitoring and QA systems in place is key. He schedules weekly 'ECT programme monitoring sessions' in his diary. These involve using the dashboard to monitor engagement as well as follow-up emails and conversations if there are engagement gaps. He also fields questions, responding to those he can answer, signposting to relevant sources (e.g. Steplab) when necessary and directing any outstanding questions to his Delivery Partner Lead or ectsupport@ambition.org.uk.

He is keen to create a sense of cohort among teachers and mentors. He wants to establish a positive culture in which colleagues see the ECF and Early Career Teacher programme as an exciting opportunity to develop their thinking and expertise. In the second week of term he gathers all early career teachers and mentors for an initial get together. He uses a selection of slides from the [PowerPoint](#) presentation provided by Ambition Institute to help communicate the opportunities provided by the programme and his expectations of everyone involved. He provides an opportunity for early career teachers and mentors to schedule an initial contracting meeting to decide ways of working before coaching begins. He follows up this initial meeting by scheduling half termly catch ups for mentors and teachers.

Induction coordinator X knows that the successful implementation of the programme will require buy-in and support from all members of the school community. The time provided for teachers and mentors to engage, the purely developmental nature of the framework and the introduction of instructional coaching are all key elements that the wider school community need to understand the rationale for. Mindful of this, he incorporates a short introduction to the ECF and Early Career Teacher programme into the whole staff INSET programme for September. He also makes a programme update a monthly feature on the agenda of SLT meetings. To further raise awareness amongst staff he organises all key programme dates provided by Ambition Institute (start dates, clinics, conferences etc.) as well as the additional dates he has scheduled (early career teacher and mentor catch ups etc.) to be added to the school calendar. During the first week of the programme, X sends an email to all early career teachers and mentors reminding them of the date that all weekly studies, observations and coaching sessions should begin. He makes an effort to have informal 1:1s with as many colleagues as possible to ensure they are ready to get started.

As the weekly study, observation and coaching commences, induction coordinator X uses his weekly monitoring sessions to gain a good understanding of how things are going. He follows up any gaps in Steplab with emails and/or 1:1 conversations, challenging and supporting colleagues as necessary. The automated engagement reports from Steplab support this work. With agreement from mentors, he pops in on coaching sessions when he can, making it clear that he is there to deepen his understanding of the process rather than to QA. He uses his second half termly catch-up meetings with teachers and mentors to highlight examples of good practice and to facilitate shared problem solving in response to common barriers or challenges that they are experiencing. He makes sure that all teachers and mentors have established a routine of regular coaching meetings.

In the final week of term one, X uses his weekly monitoring meeting to review the implementation of the

programme so far. He reflects on the strengths and successes of the first term and identifies areas for development moving into term two.

4.4 Appendix 3: FAQs

Frequently Asked Questions:	
What are the programme inputs and expectations for mentors and early career teachers?	During the first year of the programme, mentors and early career teachers will engage with weekly self-study materials (via Steplab), weekly coaching observation and feedback. N.B. Weekly study is optional for mentors. Early career teachers will attend termly online clinics (1 hour each). Mentors will attend two clinics in the first year (1 hour each).
What is the minimum amount of time a coaching conversation should take?	The 'feedback' section of the coaching process should take between 30-45 minutes. This should allow the early career teacher time to fully understand and practice their action step.
What should I do if a mentor is not regularly coaching their early career teacher and/or setting action steps?	There are many reasons why coaching sessions may not be taking place. You should first speak to your mentor and ECT to find out why. Causes may be simple, for example action steps not being tracked because a mentor lacks confidence on Steplab or coaching not taking place because of difficulties in scheduling. In these cases, you will be best placed to find a solution. However, if you require further support, please contact your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort)
What happens if a coaching session is missed?	Coaching sessions are monitored through the recording of action steps on Steplab. If sessions do not take place, or an action step is not recorded, this will be visible on your induction coordinator dashboard on Steplab. In the first instance, it will be your responsibility to speak to the mentor and ensure that coaching activity is resumed as soon as possible. N.B. Mentors should not be encouraged to 'catch up' but rather resume regular meetings as soon as they can.
To what extent will mentors be able to edit action steps as they are articulated on Steplab?	This should be a rare requirement as Steplab offers three areas for development each with three possible action steps, offering nine potential action steps for each module of study. However, mentors are able to edit and also write their own action steps and success criteria if they believe this to be necessary.
What do I do if an early career teacher is absent for five days or more?	If an early career teacher is absent for five days or more, Steplab provides the option for you to pause their engagement with the programme. Simply use the pause button next to their name on the dashboard. When they return, and you press 'play', they will have access to the content of all of the modules they have missed whilst absent. They should continue to study one module a week and resume coaching meetings with their mentor. They do not need to complete multiple self-study modules or schedule extra coaching meetings for the weeks they have missed as year 2 of the programme provides the opportunity to complete any outstanding self-study modules.
What circumstances justify the pausing of an ECT's engagement in the programme?	This should only happen if an early career teacher is absent from work for five days or more.

What do I do if a mentor is absent for five days or more?	If a mentor is absent for five days or more, ensuring early career teachers receive the support they are entitled to must be prioritised. If possible, they should be temporarily matched with an existing mentor who has the capacity to support them. As induction coordinator, you can also allocate yourself as a mentor. If no existing mentor is available, an appropriate member of staff may take on the role. Please consult your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) for advice on how to register them.
What do I do if an ECT leaves the school?	If an early career teacher decides to leave your school please inform your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) so that their account can be deactivated.
What do I do if a mentor leaves the school and/or the ECT programme?	<p>If a mentor decides to leave your school, please prioritise finding a replacement so that support for their early career teacher is not compromised. Ideally this will be an existing mentor on the programme. Please inform your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) so that their account can be deactivated and arrangements made to induct the new mentor if needed.</p> <p>If a mentor expresses the desire to leave the ECT programme make an effort to understand their reasons. Ensure that they understand the significant benefits of engaging with the programme and support them to find solutions to any barriers or challenges they are facing. If they still wish to leave the programme, prioritise finding a replacement as mentioned above.</p>
What do I do if I decide to leave the school and/or the programme?	<p>The role of induction coordinator should be taken on by somebody who intends to stay at their school for a minimum of two years. If you decide to leave your school please inform your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) so that you can be supported to find a suitable replacement.</p> <p>If you feel the need to relinquish your role as induction coordinator, please contact please inform your ECF Lead (delivery partner organisations) or ectsupport@ambition.org.uk (central cohort) so that you can be given you the support you need, either to continue or hand over your responsibilities.</p>

4.5 Appendix 4: Year 2 Sequence of Study

Half term	Study and coaching	Training
HT1	<p>Behaviour</p> <p>Continue strand or revisit priority modules, conducting</p>	<p>Conference 2: Wellbeing and Implementing change</p> <p>Provides an opportunity to reflect on year 1, their development and wellbeing and consider the year head.</p>

	'further reading' where possible.	Clinic 7: Pupil wellbeing Explores a wide range of issues relating to pupil wellbeing: pupil safety, child protection, safety online and more.
HT2		Clinic 8: Implementing change: Prepare Focuses on professional development and the ability for it to be sustained over time.
HT3		Clinic 9: Support and interventions Looks at specific learning needs, interventions and support available within and beyond school.
HT4	Instruction Continue strand or revisit priority modules, conducting 'further reading' where possible.	Clinic 10: Implementing change: Deliver Examines criticality in research and implementing classroom changes with fidelity.
HT5	Subject Continue strand or revisit priority modules, conducting 'further reading' where possible.	Clinic 11: Early literacy 2 Focuses on speaking and listening, writing and the role they play for all learners.
HT6		Clinic 12: Implementing change: Sustain Reflection on development across ECF, a review of good professional development and consideration of professional development going forward.

4.6 Appendix 5: Coaching remotely – Guidance for induction coordinators and mentors

This document provides guidance on how mentors and early career teachers can continue to work together when unable to meet face to face, specifically in the following scenarios:

- > Mentor is not able to be physically present at observations and/or instructional coaching meetings
- > Early career teacher is not able to teach face to face lessons
- > Early career teacher is not able to teach face to face *or* virtual lessons
- > Mentor is on sick leave
- > Early career teacher is on sick leave

Scenario 1: Mentor is not able to be physically present at observations and/or instructional coaching meetings

Possible causes: Early career teacher and mentor are scheduled to teach the same time prohibiting in-person observations.

Study: The early career teacher can continue to engage in their weekly self-study materials.

Observe: Where appropriate and in line with school guidance, early career teachers can film their teaching in place of an observation and share the recording with their mentor through a secure method of video-sharing. The early career teacher should refer to their school's internal policy on recording students and sharing recordings. Mentors can complete the 'Observe' section on Steplab, in light of the recording provided, to help them prepare for their feedback meeting.

Feedback: The instructional coaching meeting can take place via an online video platform such as Zoom or Microsoft Teams. Mentors should use the 'Feedback' section on Steplab to guide and record their conversation just as they would in a face-to-face meeting.

Considerations: Where the school's recording policy prohibits recording of students in lessons, the early career teacher might consider setting up the recording device at the front of the classroom ensuring that students are out of shot. Where this is not possible, the early career teacher can take an audio recording of their lesson

Scenario 2: Early career teacher is not able to teach face to face lessons

Possible cause: Restrictions mean that early career teacher is only delivering virtual lessons, either live or recorded.

Study: The early career teacher can continue to engage in their weekly self-study materials on Steplab.

Observe: If an early career teacher is delivering lessons virtually (either recorded or live) the lesson delivery can be recorded as the observation in accordance with the school's recording and safeguarding policies. Mentors can complete the 'Observe' section on Steplab, in light of the recording provided, to help them prepare for their feedback meeting.

Feedback: The instructional coaching meeting can take place via an online video platform such as Zoom or Microsoft Teams. Mentors should use the 'Feedback' section on Steplab to guide and record their conversation just as they would in a face-to-face meeting.

Considerations: When the early career teacher returns to the face-to-face teaching, mentors should review the action steps that have been set, allow opportunities to re-practice and, if necessary, repeat action steps so that the teacher is fully supported to embed the action steps into their face-to-face practice.

Scenario 3: Early career teacher is not able to teach face to face or virtual lessons

Possible cause: Due to restrictions, the early career teacher is engaged in providing learning resources that do not include face to face or virtual lessons.

Study: The early career teacher can continue to engage in their weekly self-study materials on Steplab.

Observe: In lieu of an observation, an early career teacher can provide their mentor with a piece of planning or a learning resource they have created for review. This will allow a mentor to identify a suitable area for development and action step. Mentors can still use the 'Observe' section on Steplab to help them prepare for their feedback meeting.

Feedback: The instructional coaching meeting can take place via an online video platform such as Zoom or Microsoft Teams. Mentors should use 'Feedback' section on Steplab to guide and record their conversation just as they would in a face-to-face meeting.

Considerations: When the early career teacher returns to face-to-face teaching, mentors should review the action steps set, allow opportunities to practice and, if necessary, repeat action steps so that the teacher is fully supported to embed the action steps into their regular classroom practice.

Scenario 4: Mentor is on sick leave

If a mentor is on sick leave for five days or more, induction coordinators can assign themselves as coach and support the early career teacher in their mentor's absence. To do this on Steplab, follow the steps below:

1. Log in to your Steplab account and select 'Administrate Programmes'.
2. Hover over the name of the current coach ('Assign another coach' should appear).
3. Click on the name of the current coach.
4. Change the name of the coach using the drop down menu provided.
5. Click 'assign coach'.

If the leave is likely to be extended, induction coordinators should aim to match the teacher with a mentor who has experience of the programme. If such a mentor is not available, an appropriate member of staff can take on the role.

Scenario 5: Early career teacher is on sick leave

If an early career teacher is on sick leave for five days or more, Steplab provides the option for induction coordinator to pause their engagement with the programme. To do this, induction coordinators should follow the steps below:

1. Log in to your Steplab account and select 'Administrate Programmes'
2. Locate the name of the relevant early career teacher in the list on the right-hand side of the screen.
3. Locate the pause icon on the right-hand side of the early career teacher's name.
4. Click the icon to pause the programme for that early career teacher.

When the early career teacher is able to resume their engagement, follow the same process but this time press 'play'. The early career teacher will then have access to the content of all of the modules they have

missed whilst absent. They will need to work through this content sequentially at their own pace and resume coaching meetings with their mentor. They do not need to schedule extra coaching meetings for the weeks they have missed.

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