

Guidance for schools and mentors to support 2020 NQTs

Preamble

The transition from student teacher to Newly Qualified Teacher has always been a challenging one. We know that the fall-out rate for early career teachers has been worryingly high for a long time, but the 2020-21 cohort of NQTs will have been uniquely “disadvantaged” by the consequences of the Covid-19 pandemic. The degree of the “disadvantage” will vary between pathways. For example, the Secondary PGCE route into teaching will not have been in school since late March and were only just getting to grips with solo teaching and the school environment; similarly, those who took the School Direct Route (Primary and Secondary) will not have taught full classes since March and will also be short of teaching experience. Primary Year 3 B.A., however, will have completed their teaching experience.

ITE Providers have worked hard with the students to minimise the impact of the interruption to learning. Students will have undertaken “replacement for placement” activities and all those who have been recommended for QTS will have been able to demonstrate that they meet The Teachers’ Standards, so they will feel prepared as much as possible.

It is clear, though, that the “normal” process of induction and support for NQTs is unlikely to be enough to enable them to succeed.

The purpose of this document, therefore, is to consider some of the potential issues NQTs might face and explore ways in which we can mitigate them, whilst understanding that Mentors themselves may also be struggling with the return to work following a long period of absence or working remotely.

An essential starting point for discussion with an NQT would be to reference the NQT transition document, which the NQT should share with their mentor. It is also essential to take a holistic approach which links advice and guidance from the Appropriate Body with the NQT transition document and the guidance within this document.

We hope you find it helpful and would welcome any feedback or additional suggestions.

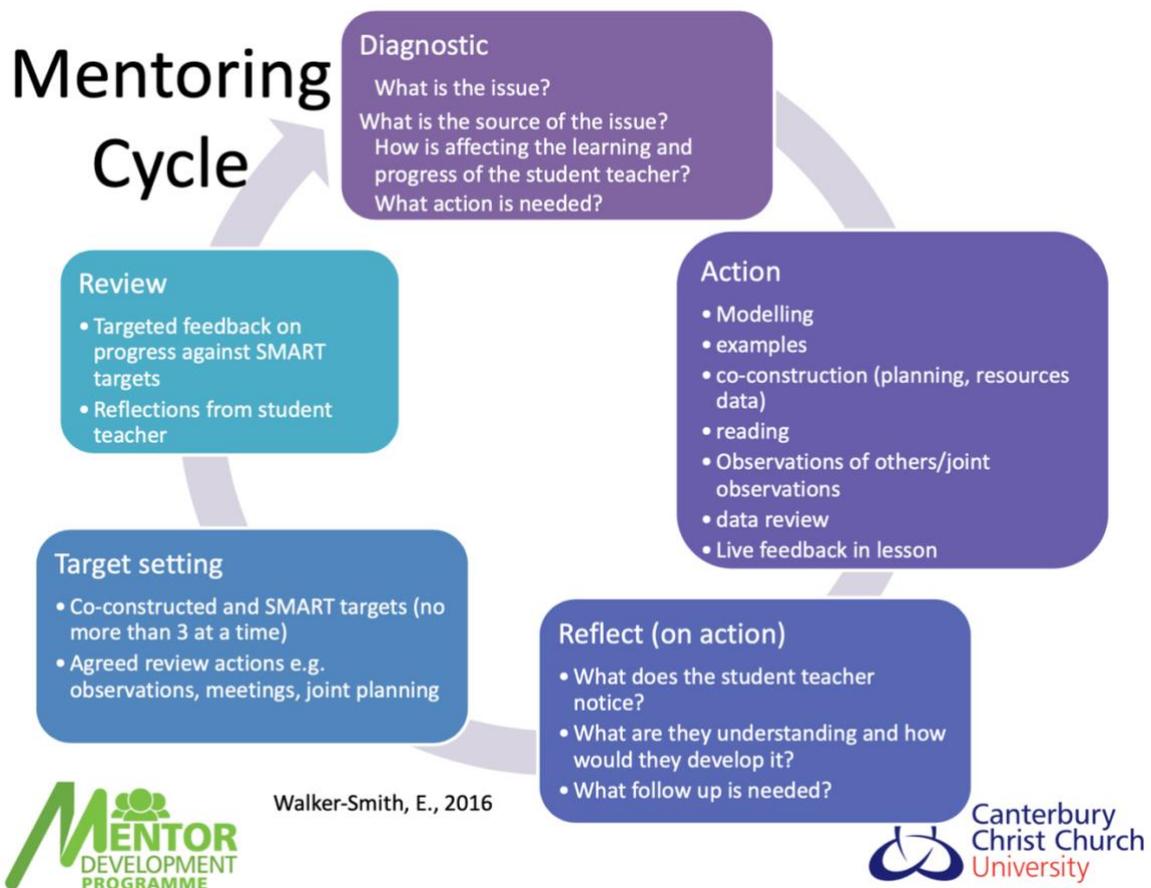
Supporting NQTs in September 2020

A pilot survey of eight of the providers and teaching schools involved in CESET, and a number of PGCE and School Direct Students, suggested that the following areas might be of concern to NQTs:

| | | |
|--|---|--|
| Classroom confidence <ul style="list-style-type: none">• Planning• Delivering• Assessing | Deeper understanding <ul style="list-style-type: none">• Standard 5• Standard 6 | Workload <ul style="list-style-type: none">• 80% timetable• Increased responsibilities |
| Exprience <ul style="list-style-type: none">• Different settings• Report writing• Parental engagement | Mentoring & coaching <ul style="list-style-type: none">• Reduced contact with mentor• Lack of observation | Transition <ul style="list-style-type: none">• School systems and processes• Generic programmes of induction• New ways of working |

Recommendations

For each of the areas identified above, we recommend you use the Mentoring Cycle (Walker-Smith, 2016) as a framework to structure your conversations and actions. Mentors may already be familiar with the cycle if they participated in the Mentor Development Programme. Whilst this cycle was designed for use with beginner teachers, it is transferable to any mentoring situation.



You can refer to the table on the following pages for specific resources and actions that you may wish to use. Many of the suggestions for supporting activities are taken from a study by Maynard and Furlong (1995) which identified five stages of pre-service teacher learning.

In Appendix 1 we have included a worked example of how you could use these resources to support your NQT with a specific area of Standard 5.

| Area of concern for 2020 NQTs | Recommendations for school leaders, Induction tutors and Mentors | Supporting activities for mentors | Resources and readings |
|--|---|---|--|
| Classroom confidence – planning, delivering and assessing | <ul style="list-style-type: none"> Plan for appropriate reduction in timetable, with ongoing monitoring Mentor meetings to be held weekly Utilise experienced practitioners as NQT mentors Plan for structured use of 10% professional development time, supported by experienced teacher Importance of structured lesson observations of excellent practice | <ul style="list-style-type: none"> Structured peer (joint) observations with guided support to deconstruct teaching Pay careful attention to the targets on the transition document Additional mentor check-ins Collaborative planning Standing agenda items on weekly meeting including; planning, assessing, wellbeing and organisation Joint reflections on lessons/activities Take lots of opportunities to model planning and evaluation of your lessons to the NQT Revisit the basics: probe the choices that are made in planning and the pedagogical/subject specific reasons for them to support their development | <ul style="list-style-type: none"> Visit the member area of the CESET website for supporting resources on behaviour for learning. Your ITT provider can provide you with log-in details Supporting activities from the Maynard and Furlong study in to the different stages of teacher development (1995) Suggested readings on member area of the CESET site ‘Learn that’ and ‘learn to’ statements from the Early Career Framework (ECF) |
| Deeper understanding of Standard 5 | <ul style="list-style-type: none"> Plan for structured use of 10% professional development time, supported by experienced teacher | <ul style="list-style-type: none"> Coaching conversations to draw out understanding and misconceptions Collaborative planning with focus on differentiation for all pupils Structured peer (joint) observations with guided support to deconstruct teaching | <ul style="list-style-type: none"> Appendix 1 – worked example Access the Standard 5 resources on CESET website. Your ITT provider can facilitate this training with your mentors Suggested readings on member area of the CESET site |

| | | | |
|--|--|---|--|
| | | | <ul style="list-style-type: none"> • ‘Learn that’ and ‘learn to’ statements from the Early Career Framework (ECF) |
| Deeper understanding of Standard 6 | <ul style="list-style-type: none"> • Plan for structured use of 10% professional development time, supported by experienced teacher • | <ul style="list-style-type: none"> • Pay careful attention to the targets on the transition document • Coaching conversations to draw out understanding and misconceptions • Revisit curriculum knowledge and understanding of assessment • Collaborative planning with focus on pupil progression of all pupils • Revisit curriculum knowledge and understanding of assessment frameworks as part of intensifying the focus on pupil learning | <ul style="list-style-type: none"> • Supporting activities from the Maynard and Furlong study in to the different stages of teacher development (1995) • Suggested readings on member area of the CESET site • ‘Learn that’ and ‘learn to’ statements from the Early Career Framework (ECF) |
| Workload – 80% timetable and managing different and increased responsibilities (teaching, duties, being a form tutor, classroom management) | <ul style="list-style-type: none"> • Acknowledgment from SLT that the NQTs may require more support than usual • Monitor timetable and plan for appropriate reductions | <ul style="list-style-type: none"> • Additional mentor check-ins • Actively discuss emotional health, managing complex workloads and physical health • Ensure opportunities are made to discuss and explore policy and practice around the teacher’s role and responsibilities • Build ‘survival strategies’ on managing the arising difficulties (refer to Maslow’s hierarchy of needs) – are they sleeping, eating, drinking, do they have a network outside of school? | <ul style="list-style-type: none"> • Supporting activities from the Maynard and Furlong study in to the different stages of teacher development (1995) |

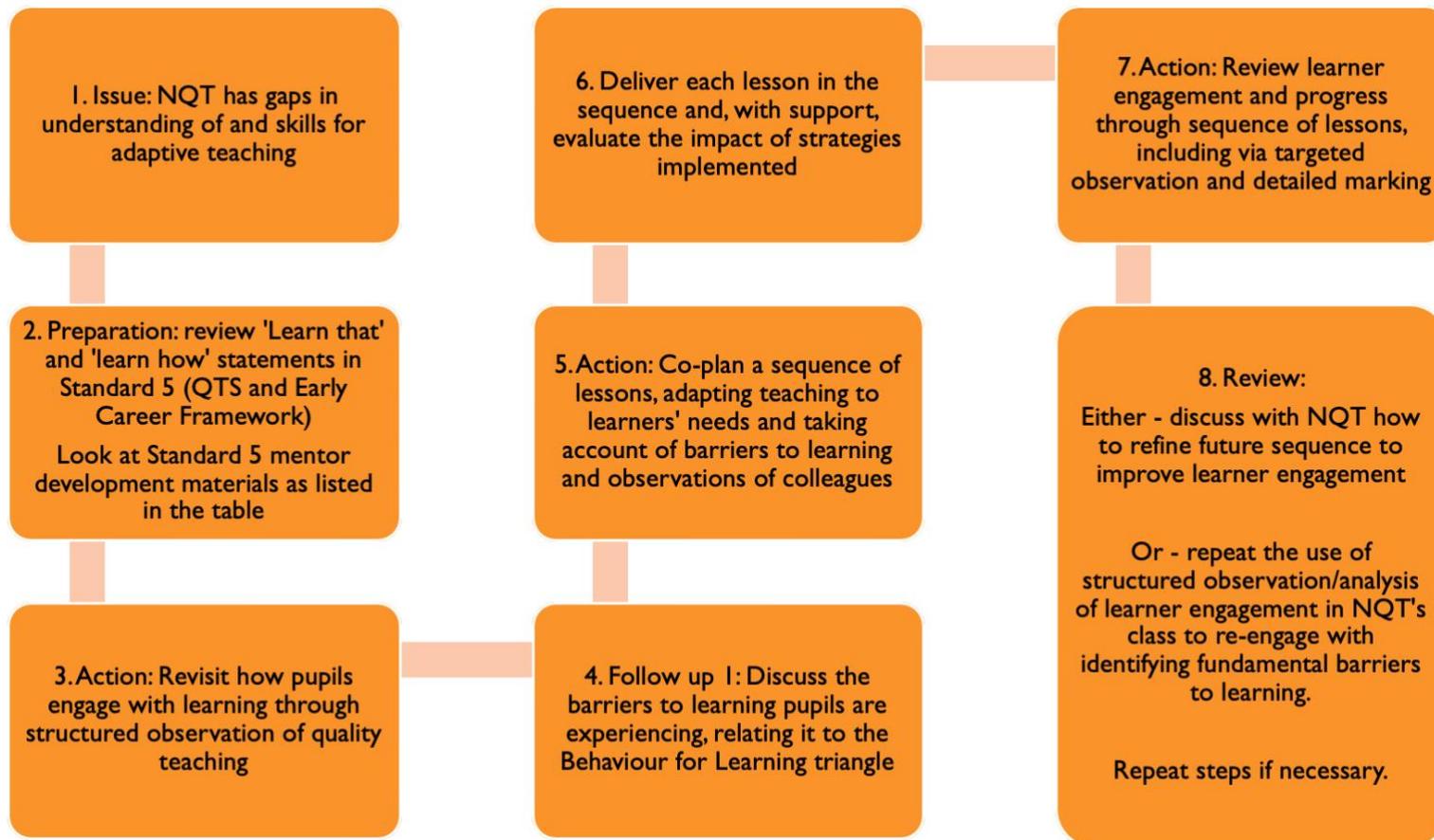
| | | | |
|---|--|---|--|
| <p>Experience of different settings (if second placement missed)</p> | <ul style="list-style-type: none"> • Prepare to release NQTs for additional placement opportunities • Plan for structured use of 10% professional development time to support this | <ul style="list-style-type: none"> • Set up opportunities for placement visits to contrasting settings • Promote engagement with wider aspects of school life, education and community | <ul style="list-style-type: none"> • Contact your ITT provider for support with organising additional school visits |
| <p>Lack of mentoring and coaching</p> | <ul style="list-style-type: none"> • Utilise experienced practitioners as NQT mentors • Plan for additional training for NQT mentors to include coaching and wellbeing support | <ul style="list-style-type: none"> • Get to know your NQT. Explore the 'bigger picture' of teaching and education, relating back to early ideas and vision for teaching • Pay careful attention to the targets on the transition document • Very structured weekly meetings • Coaching conversations between Mentor and other professionals | <ul style="list-style-type: none"> • Supporting activities from the Maynard and Furlong study in to the different stages of teacher development (1995) • Suggested readings on member area of the CESET site • 'Learn that' and 'learn to' statements from the Early Career Framework (ECF) |

| | | | |
|--|---|--|---|
| <p>Transition to new school</p> | <ul style="list-style-type: none"> • Organise a video meeting between NQT and NQT mentor before September • Pay careful attention to the targets on the transition document • SLT support for NQT mentors and promoting their status to the rest of the staff • Introduce a buddy system to get day-to-day guidance from a friend as opposed to their mentor • ‘Keeping warm strategies’ in July and August. • Bespoke NQT induction programme to focus on targets from transition document • Bespoke CPD training especially on S2, 5 and 6 | <ul style="list-style-type: none"> • Consider how your NQT is introduced to students and colleagues, how they are integrating and being integrated into school life | <ul style="list-style-type: none"> • Supporting activities from the Maynard and Furlong study in to the different stages of teacher development (1995) • ‘Learn that’ and ‘learn to’ statements from the Early Career Framework (ECF) |
|--|---|--|---|

Appendix 1: Worked example of Standard 5

Key Issue – gaps in understanding of adaptive teaching.

The approach below enables mentors to use both standard and instructional coaching approaches to provide appropriate support. Supporting resources are linked to the relevant box in the sequence. This sequence can complement your Appropriate Body or school’s training programme.



Resources and readings

Visit the CESET member area for a variety of resources to support trainees, mentors and NQTs. Your ITT provider can provide you with login details on request.

1. Resources to support development of mentors in supporting Standard 5
<https://ceset.co.uk/members-area/standard-5/>
2. Suggested key readings for early career teachers and their mentors
<https://ceset.co.uk/members-area/key-readings-2/>
3. The Early Career Framework, 2019. Available at:
<https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers/covid-19-induction-for-newly-qualified-teachers-guidance>
4. Maynard, T. and Furlong, J., 1995. Learning to teach and models of mentoring. *Issues in mentoring*, pp.10-24.