

Newly Qualified Teachers / Early Career Teachers

Practical advice - Engaging and continuing to develop NQTs/ECTs during the Covid-19 school closure and online/remote teaching

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NQT Induction

Practical advice - Engaging and continuing to develop NQTs/ ECTs during school closure and online teaching

The definition Early Career Teachers (ECTs) was introduced in 2018 by the Department for Education (DfE) and refers to all teachers who are new in the teaching profession (NQTs and recently qualified, previously referred as RQTs).

This guide has been developed to support schools/ mentors in continuing to engage and develop both Newly Qualified Teachers (NQTs) and Early Career Teachers (ECTs) during the Covid-19 school closure and online teaching.

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Guidance

Information for schools and newly qualified teachers (NQTs) preparing for NQT induction from September 2020

Updated 25 September 2020

Support entitlements for NQTs

The [statutory guidance on NQT inductions](#) sets out the full details of what is expected of NQTs and schools for induction arrangements.

NQTs are entitled to:

- support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively
- a reduced timetable to enable them to undertake activities in their induction programme
- observation of the NQT's teaching and follow-up discussion
- regular professional reviews of progress
- NQTs' observation of experienced teachers

NQTs work with their induction tutor or mentor to agree how best to use their reduced timetable.

Mentoring is even more important for the development of this cohort of NQTs. Statutory induction guidance states that the induction tutor should provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development.

It is for each school to ensure an appropriate and personalised induction programme is in place, with a timetable that meets NQTs' development needs.

Absences related to coronavirus

The current coronavirus (COVID-19) outbreak may have an impact on the number of absences NQTs take in the coming school year. The NQTs absent for reasons related to the current coronavirus (COVID-19) outbreak, including school closures, sickness or self-isolation will not have their induction period automatically extended.

This means that NQTs who are currently undertaking statutory induction can complete their induction as expected, provided they meet the [Teachers' Standards](#).

Absences totalling 30 days or more that are not related to coronavirus (COVID-19) will continue to extend the induction period.

More information on [nqt-support-and-induction-from-september-2020](#)

Engaging and continuing to develop NQTs during the school closure

support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively

Mentoring is even more important for the development of 2020/21 cohort of NQTs.

- Focus on the priorities and what is safely achievable
- Maintain frequent contact with NQT
- Coordinate, guidance and provide effective support including coaching and mentoring for the NQT's professional development (see remote coaching)
- Plan support that draws on NQTs needs, and risk assessments, include support on dealing with Covid-19/ well being

[Education Support charity](#), [Advice from Mind](#),

[Mentally healthy schools](#), [Bereavement support](#)

(2019) Reducing workload: supporting teachers in the early stages of their career - [Advice for ECTs](#)

<https://earlycareer.chartered.college/teacher-wellbeing>

Pearson [free resources](#) on mindfulness techniques

EGFL link [emotional-health-and-well-being](#)

a reduced timetable to enable them to undertake activities in their induction programme

Work with NQTs to agree how best to use the **reduced timetable**.

- continue with professional development to develop subject and pedagogical knowledge (*attend online courses, observe other colleagues doing online lessons, development meetings with mentor or key colleagues remotely, etc.*)
- explore resources/methods on remote teaching & learning
- engage in self-reflection of own practice against Teachers' Standards/ evidence
- revise lesson materials, assessments, evaluate impact on pupil learning (including online)
- further explore school policies /latest education updates
- view and discuss education videos as part of a weekly meeting where observing good practice is not be possible
- where possible encourage the NQT to film/ record a lesson/ part of it and then discuss in a weekly meeting
- engage NQT to write up a reflection on a lesson and re-plan the lesson to act upon areas for development
- where possible organise **NQT observations** online or if the teacher is teaching vulnerable groups (observing the social distance).
- where possible encourage the NQT to film/ record a lesson/ part of it / produce podcasts and then discuss in a weekly meeting
- if not possible to observe the NQT this half term, the obs. could be planned for the next half term (if no lockdown) - mentors may take the same approach as in the summer 2021 to assess / monitor NQTs development.
- **professional reviews** should continue to be in place as well as weekly/ fortnightly meetings
- feedback and next steps following in-school/online CPD, filmed lesson to be filmed by the NQT, online meetings with parents, etc.
- **observation of good practice** may be facilitated either by observing online lessons or watch videos which are available at Chartered College of Teaching, etc.

observation of the NQT's teaching and follow-up discussion

regular professional reviews of progress

NQTs' observation of experienced teachers

Remote coaching

If you are engaging in coaching or mentoring with your NQTs /early career teachers, it is likely you will have begun to facilitate this relationship somewhat remotely. This section provides advice and suggestions to help you navigate coaching and mentoring in the virtual world.

Choosing technology

- The first aspect to address when engaging in remote coaching is technology. Keep it simple, selecting a tool that you both have easy access to and that you each experience the fewest technical difficulties with.
- Your school may already be using [Google Meet](#), [Microsoft Teams](#) or [Zoom](#). You may wish instead to make use of the free version of something like [Spike](#) or perhaps make use of tools available on most smartphones such as [Whatsapp calls](#) or [FaceTime](#).
- Using your school's Google Meet or Microsoft Teams will likely be your most secure options. Look at the poster on page 9 for tips on making a zoom meeting as secure as you can.

Tips for connecting in the virtual world

Working virtually means that accessibility must become an even greater consideration than it might be face-to-face.

- Wherever possible, use video so that you can take additional cues from facial expressions and body language during your calls. Where it is possible, make an attempt to look at the camera rather than at the person to ensure eye contact throughout. One recommendation is to draw arrows on sticky notes and place them next to your web camera so your eye is drawn there. You could also try minimising your call screen when you are speaking.
- If you are having issues with audio then using headphones with a built-in microphone might help. You may also need to mute your own microphone whilst the other person is speaking, especially if there is a lot of background noise in your environment. If you are experiencing a lot of noise in your environment then you may also consider using this [noise-cancelling app](#).
- If you are experiencing connectivity issues, it might be worthwhile closing any other programmes you have open. If you are working from home and your family members are also using the internet at the time of your call, you could ask them to limit their use if possible.
- Set a meeting duration prior to the coaching session taking place so both parties know how long they have and can consider how to maximise this time together.

Session structure

Define a common routine for your sessions can be helpful for both you as a mentor and your NQT. You may already have a model that you use and a set structure that will remain familiar.

The instructional coaching model

An important element of instructional coaching is the notion of it being combined with 'deliberate practice' – where the NQT engages in sustained, intentional practice of a narrow and clearly-defined skill area they want to develop. Three key steps highlighted by Deans for Impact (2016) in the process of deliberate practice include:

1. Having well-defined, specific goals
2. Focusing intently on practice activities
3. Receiving and responding to high-quality feedback.

**Session
structure
(continues)**

1. Review: check-in around mindset and prepare to be present for the session

- You may like to ask if there are any possible interruptions they are conscious of and share your own too before you begin – colleagues, children, family members or pets.
- You may also wish to share anything you are occupied with that is not related to teaching in order to clear your mind and set the focus for the rest of the session.
- Whilst you may have encountered conversations around wellbeing and mental health with your NQT before, you may like to give longer to this given the current context. Some useful websites have been provided in the table on page 5.

2. Probe: follow-up on progress towards previous action steps

- You may choose to recap on previous learning/ session
- Spend some time asking follow-up questions. (*Perhaps your NQT has worked towards implementation of a new technique and this could be discussed. Some useful questions might be: How did it feel to implementing a new technique? How did it go? What went well? What were the challenges? How was pupils' learning affected? What changes might you make for future implementation?*)
- This part of the session will also help you identify possible next steps for your NQT.

3. Action step: define a new goal for the NQT to work towards that is clearly defined and reasonable to achieve

This action step sets a direction for your work together. It should be based on an area of teaching practice that you both agree is high priority.

- The first question to address is whether the current action step has been mastered enough in order for you to move on to a new area of practice.
 - *If it has not been mastered sufficiently then you will need to decide the way in which this practice will be continued; with adaptations and further learning and reflection activity.*
 - *If it has been mastered then you will need to decide which areas of practice that have emerged during discussion might have the most benefit to pupils.*
- It is important that communication is clear and having a clear formula for action steps that you both understand might be helpful.

An action step is one that is:

- *a narrow and clearly defined area of practice so that it can be implemented immediately and accomplished in the short term; building NQT's confidence, expertise and giving them a sense of success*
- *a practical action/set of actions where there is a shared understanding of what success so that you will both know when the goal has been achieved or a further coaching session is needed*
- *achievable in weeks rather than months, so the success can be obtained by the NQT readily.*
- If these actions are not going to happen until the NQT is back in a usual classroom context, you should consider adjusting the action step so that it is something they can plan or practice now, in much smaller way. For example, setting a new goal, advancing an existing goal, setting a planning goal because implementation is not possible at present, setting a remote teaching goal.

Session structure (continues)

4. Plan it. Practise it

- This is where you will spend most of your time together as you learn together engaging in some planning or practice that will support your NQT to achieve their action step.
 - **This could take the form of planning activity and practising.**
If this cannot be implemented at present then consider how you might still be able to insert regular opportunities across multiple coaching sessions to revisit the planning and practise so their new learning is as fresh as possible once they are able to engage in their action step, perhaps when they move into the classroom again from a remote teaching situation.
- In some sessions, you might find it useful to have a stimulus for your practice and exploration. You could locate a piece of research or a video that may be a stimulus for a rich learning discussion.
- **If you are using research, these questions might help to reflect on together with the NQT**
 - *Which of the article's key ideas resonate with you? Which challenge your thinking?*
 - *How has this article changed your thinking, if at all?*
 - *How might the ideas be applied – where, how, in what way, to what purpose?*
 - *What potential barriers to implementation might there be and how can we overcome them?*
 - *What could you do now to move your learning forward?*
 - *What would it be helpful to plan or practice together now?*
- **If you are using videos for reflection, you may need to pause the video at regular intervals to dissect what happened:**
 - *Why did the teacher do/ ask?*
 - *Why was that response / learning behaviour from pupils/ pupil x?*
 - *What strategies could you try and what impact would you hope you might have?*
 - *What current strategy could you replace? Why?*
 - *How will you adapt this strategy? Why?*
 - *What would it be helpful to plan or practice together now?*

5. Follow-up

- Decide how and when the follow-up will take place; either in a future coaching session or in a lesson observation.
 - If the learning is being implemented in a remote teaching context, this is an unfamiliar context and so your observation and feedback may become more of a side-by-side conversation.
 - Eric Lunzer suggests a three-point communication approach where the interaction between mentor and NQT during feedback is directed towards a third object (a resource, plan, idea, or piece of online learning) rather than the teacher, commenting about the teaching so building rather than diminishing trust. Virtually, this might be achieved by either you or your NQT sharing the screen.

Further reading

[An introduction to instructional coaching](#)
[Kathryn Morgan's summary of key points](#) Teacher Development Trust
[Mark Jesnick's notes](#) and [a blog](#) on the subject of remote coaching
[Doug Lemov's blog](#) on developing athletes during quarantine
[Your coaching toolbox](#) from TeachBoost

Adapted from an article on <https://earlycareer.chartered.college/remote-coaching/>

10 WAYS TO SECURE ZOOM!



1 Use a Unique ID for Large or Public Zoom Calls



When you schedule a Zoom meeting, look for the Meeting ID options and choose Generate Automatically. Doing so plugs up one of the biggest holes that Zoom-bombers can exploit.

2 Require a Meeting Password



One way to protect the meeting is to require a password. You can give the password out only to those who have replied and seem credible. To password-protect a meeting, start by scheduling a meeting and checking the box next to Require meeting password.



3 Create a Waiting Room

When participants log into the call, they see a Waiting Room screen, the host, lets them in. You can let people in all at once or one at a time, which means if you see names you don't recognize in the Waiting Room, you don't have to let them in at all.

4 Only the Hosts Should Share Their Screen



Make sure your settings indicate that the only people allowed to share their screens are hosts. You can enable this setting in advance as well as during a call.

5 Create an Invite-Only Meeting



5

Only people who can join the call are those you invited, and they must sign in using the same email address you used to invite them.

6



6 Lock a Meeting Once It Starts

While the meeting is running, navigate to the bottom of the screen and click Manage Participants. The Participants panel will open. At the bottom, choose More > Lock Meeting.



7 Kick Someone Out or Put Them on Hold

During the call, go to the participants pane on the right. Hover over the name of the person you want to boot and when options appear, choose Remove.

8 Disable Someone's Camera



If someone is being rude or inappropriate on video, the host can open the Participants panel and click on the video camera icon next to the person's name.

9 Prevent Animated GIFs and Other Files in the Chat



In the chat area of a Zoom meeting, participants can share files, including images and animated GIFs—if you let them.

10 Disable Private Chat



Open Settings in the Zoom web app (it's not in the desktop app). On the left side, go to Personal > Settings. Then click In Meeting (Basic). Scroll until you see Private chat. When the button is gray, it's disabled.

Useful websites

Engaging in self-reflection

Teacher Standards [Teachers standard information](#)
Self-reflection [self-reflection checklist](#)
Getting started with Reflective Practice (Cambridge International Education) <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>
Effective strategies for self-reflection [teaching-strategies-value-self-reflection](#)
Benefits of being a reflective teacher [benefits-of-encouraging-teacher-self-reflection](#)

Professional development

Ealing CPD online www.ealingcpd.org.uk
Remote teaching (by G. Stanley) [Remote Teaching](#)
Remote learning resources [safe-remote-learning education endowment foundation](#)
Engagement Model [engagement-mode](#)

Developing knowledge and expertise statutory requirements (Part 2 Teacher Standards)

DfE Guidance on promoting British Values in schools [promoting-british-values-in-schools-published](#)
[Keeping children safe in education](#)
[Working together to safeguard children](#)
[SEND code of practice: 0 to 25 years](#)
[National curriculum in England: framework for key stages 1 to 4](#)
[Early years foundation stage statutory framework \(EYFS\)](#)

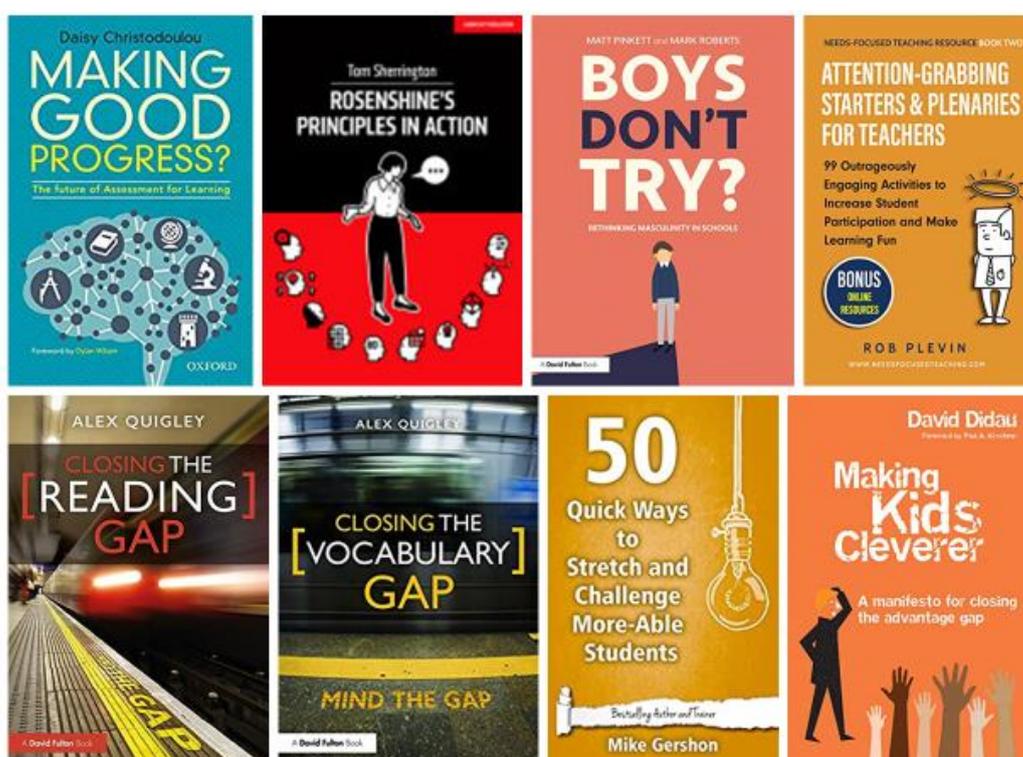
Teachers TV

Following the closure of Teachers TV, the Department for Education signed non-exclusive distribution agreements to keep the archive of 3,500 15-minute programmes available for schools to watch online.

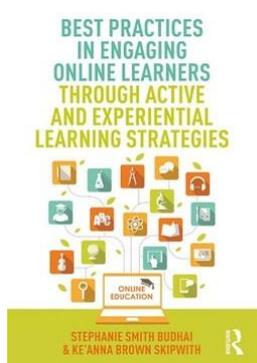
Phoenix TTV Limited www.teachersmedia.co.uk
TSL Education Ltd www.tes.com
Axis 12 Limited www.teachfind.com/
Laser Learning Ltd www.laserlearning.tv
viewmy.tv Limited www.viewmy.tv
Andrew Bethell Associates Ltd www.proteachersvideo.com
RAISEonline.Training www.eyfsonline.org
Creative Education www.creativeeducation.co.uk/videos/
STEM learning www.stem.org.uk/

Charter College of Teaching

Charter College of Teaching [Early Career Hub](#) and [video](#)

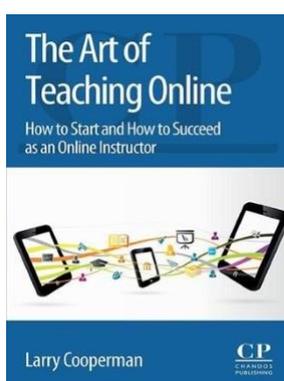


Books on online learning and teaching



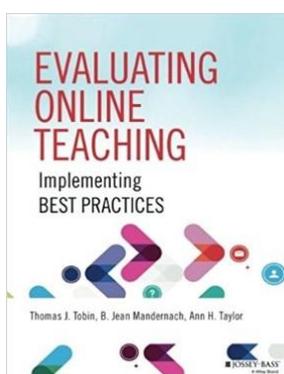
Budhair, S.S. & Skipwith, K. (2017). *[Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies](#)*. London: [Routledge](#).

This book explores the integration of active and practical learning approaches and activities (including gamification, social media integration, and project- and scenario-based learning), as they relate to the development of authentic skill-building, communication, problem-solving, and critical-thinking skills in learners. Immensely practical and very readable, this is a must-read book for those seeking to truly engage their learners.



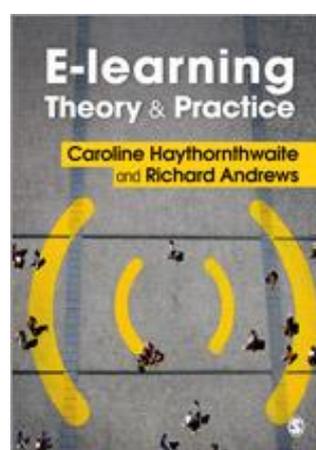
Cooperman, L. (2017). *[The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor](#)*. Netherlands: [Chandos](#).

This book focuses mainly on how potential online instructors can create and maintain the human aspect of live, face-to-face education in an online course to successfully teach and instruct their students. Included are interviews with experienced online instructors who use their emotional intelligence skills and instruction skills (examples included) to teach their students successfully. Practical and useful.



Tobin, J.T., Mandernach, J. & Taylor, A.H. (2015). *[Evaluating Online Teaching – Best Practices](#)*. San Francisco: [Jossey-Bass](#).

This is a comprehensive book, which explores the practice of evaluation in online learning – case studies, worksheets, practice frameworks and models. Though published in 2015, it remains a solid resource, which needs to be read annually by all engaged in the evaluation of program and course effectiveness, online teaching and student learning. It should be on the list of books each year until something better comes along.



Statutory Guidance

Section 4: Unsatisfactory progress and appeals

Putting in place additional monitoring and support

4.1 **If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body should be informed** and the headteacher/principal must ensure that **additional monitoring and support measures are put in place immediately**. Action must not be delayed until a formal assessment meeting has taken place. It is important that the **NQT is made aware of where they need to improve** their practice and given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the NQT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help the NQT improve their performance.

Absences and leavers

5.26 **Absences should be noted on assessment forms** at the end of each formal assessment period.

5.4 The headteacher/principal should **notify the appropriate body if an NQT leaves the institution before completing the period**. The appropriate body will then notify the Teaching Regulation Agency.

Extending an induction period to account for ad hoc absences

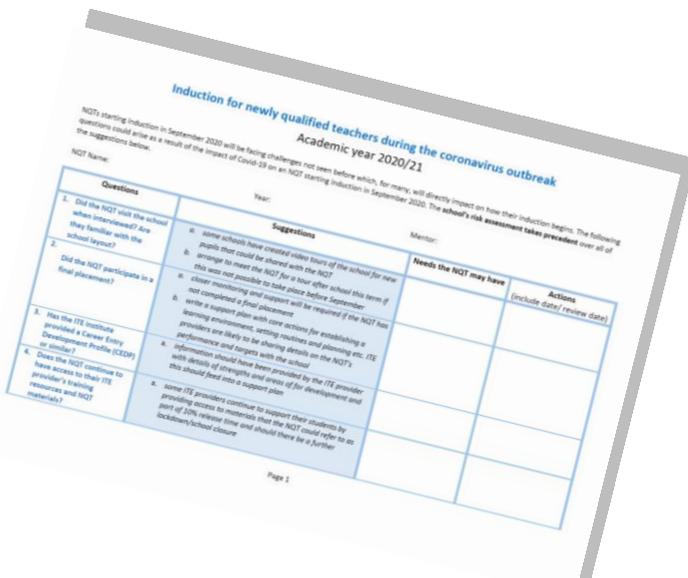
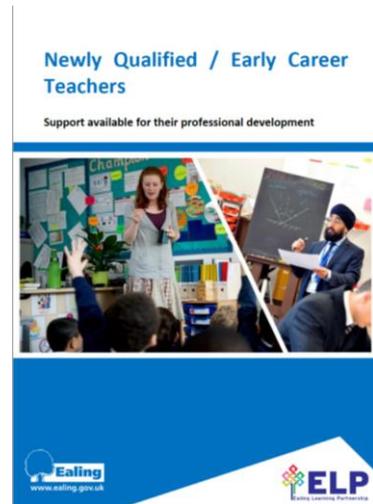
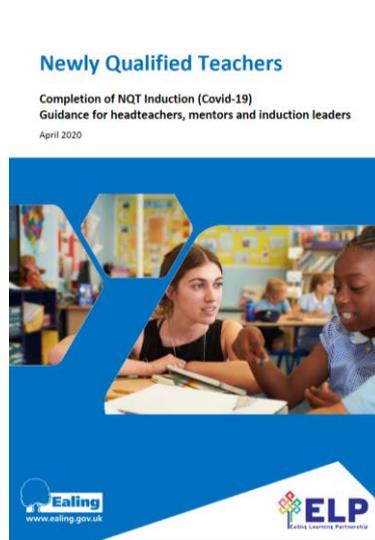
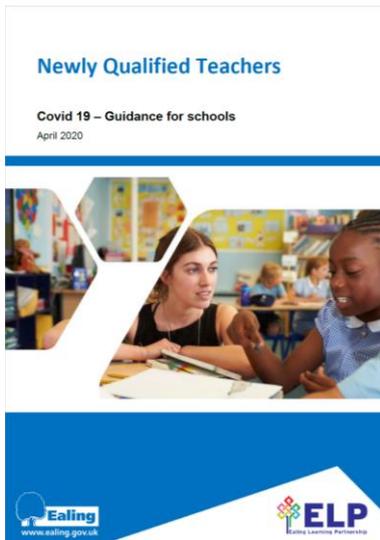
3.6 **The induction period is automatically extended prior to completion when an NQT's absences during the period total 30 days or more** (with the exception of statutory maternity leave (see para 3.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the NQT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

However, absences for reasons related to the current coronavirus (COVID-19) outbreak, including school closures, sickness or self-isolation will not cause automation extension of induction period.

Note

In addition, schools can also find the following useful, all are available on NQT manager.

1. September 2020 - Supporting NQTs and Early Career Teachers
2. September 2020 - NQT Induction - Risk Assessment
3. May 2020 - Completion of NQT Induction (Covid 19) – Guidance
4. April 2020 - NQT Induction - COVID-19 Guidance



Teachers Standards – NQT Self-Reflection / Preparation for review or assessment meeting

NQT: _____ Term: _____ Date: _____
 Induction year: _____ Mentor: _____

Self – reflection questions / prompts

For each of the Teachers' Standards reflect on the following:

Professional behaviour (classroom practice, and where applicable practice with the whole school, parents and the wider school community)

- What do I do? What do I do well?
- How is my practice making an impact/ a difference on my pupils and their learning, my practice as a teacher?
- What have I learned (from my practice and professional development I have had)?
- What evidence have I got or might need to collect? How will I analyse and make sense of it?

Professional development

- In what ways has my CPD informed my practice, thinking, understanding, professional actions, pupil learning, relationships with pupils.
- In what ways have I engaged in critical discussion about my CPD and its impact on my practice/ development?
- How have I shared my learning and developed knowledge with others?

Moving forward/ continuing to develop (self-reflection and in discussion with your mentor)

- What do I need to do differently? Why is this important?
- What do I need to know/learn to develop and improve pupil learning? How do I know?
- What CPD / support will I need?
- In what ways will my CPD support help me to address my needs / raise my performance?

Teachers' Standards

Standard 1 - Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Previous target/s set for this standard (if applicable)

Progress with this standard	How I know (Evidence)
Points to celebrate	
Could be better/ developed even further	
Moving forward	
I am on track to meet the standard (Form 1 and 2)	I need some more work to do (Form 3, 2 and 3)
I have met the standard (Form 3)	
YES NO	YES NO YES NO

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