

# Early Career Framework in Halton, Warrington & Wigan: Evaluation & Learning from an Independent Review

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## Introduction

*Deep Learning* were appointed as the **Independent Hub Assessor** for Generate Teaching Hub from January 2022. Complementing our approach to ‘generate learning, collaboration and improvement’ this innovate role goes above and beyond the requirements of designation from the Department for Education.

The new role of an Independent Hub Assessor is designed to be objective and independent from delivery, providing insight and questioning of how Generate Teaching Hub operates. This learning will feed into our annual planning and improve our ability to connect teachers to great professional development.

Deep Learning conducted an independent evaluation of Generate Teaching Hub’s Early Career Framework programme during the summer term 2022. This was completed on 6<sup>th</sup> July 2022 and then assessed by Generate Teaching Hub’s management and leadership teams.

*With the Early Career Framework programme only starting the national roll out from September 2021, this review was conducted in term 3 of the first year; therefore no assessment of year 2 delivery could be made at this stage.*

## Review Methodology

Aligning to other measures of evaluation (notably Teach First national focus groups and anonymous satisfaction surveys) the evaluation was undertake separately to delivery and beyond facilitation of a cross section of colleagues to interview, Generate Teaching Hub staff were not involved in the collection of material. No responses have been identified and the evaluator ensured anonymity in the report.

A case study methodology was agreed in advance to develop rich, qualitative insight. Six participants were engaged and two levels of activity were employed:

- All participants were invited to take part in an online discussion.
- Three of the participants’ mentors, induction tutors and senior leaders took part in an online discussion.
- Three participants were invited to a face-to-face interview and their mentors, induction tutors and senior leaders were invited to do the same.

Each participant was treated as an individual case and then there was cross-case analysis. A case was the participant and this included the school in which they work / study. It also included the provider who is supplying the professional development. Some additional contextual data collected and feedback from Teach First quantitative surveys were gathered. The evaluators has an initial plan for data collection but analysis then guided the need for further data collection. The ‘quintain’ – Early Career Teachers who are accessing professional development through Generate Teaching Hub - was focussed upon to establish how well they can:

- Access high-quality professional development through Generate Teaching Hub.
- Learn within the frameworks (the Teach First ECF Programme delivered by local school leaders).
- Sustain engagement with Generate Teaching Hub.

### Learning & Actions

Reading and reflecting on the report has generated for the staff team, steering group and strategic board with new insight and understanding. Set out below is a written response from Generate Teaching Hub outlining key learning points identified by the Independent hub Assessor and the actions / changes will be pursuing as a result.

Learning from the Review	Actions To take	Lead	By When
1. Conducting an independent, qualitative led review of the programme engaging a cross section of all those involved in the delivery and receipt of the training is highly valuable.	GTH will repeat this approach for NPQs to provide rich qualitative data to add to quantitative feedback.	D	Dec 22
2. The Teach First online training was particularly highlighted by all ECTs who found the materials easily accessible and well mapped out across the year.	Inform Teach First.	M	Sep 22
3. Some ECTs found that the materials were not so applicable to their specific key stage or the nature of the subject taught.	This will be addressed in Year 2 when ECTs are grouped by subject.	TF	Sep 22
	Investigate other provider approaches to learn / identify improvements we could recommend.	D/M	Jan 23
	Continue to highlight programme process and differences in Year 1 and 2 during induction.	M	Sep 22
4. All ECTs found the seminars less helpful, describing them as repetitive of the materials already covered in the online modules.  There seems to be good follow-on from post graduate ITT programmes although for those who followed undergraduate courses there was a sense of 'repetition of' rather than 'development from' initial teacher training.	The content of the ECF does repeat the CCF; it is a spiral – not a circular - curriculum designed to review learning now Trainees are qualified teachers. We will continue to highlight this in induction.	M	Ongoing
	Changes to language in training slides will accommodate application of existing knowledge.	TF	Ongoing
	Facilitator training has been redesigned by TF and GTH, this will support facilitators applying their knowledge to engage learners and	TF/M	Ongoing

Learning from the Review	Actions To take	Lead	By When
	reduce the dangers of 'reading a script'		
5. There was considerable confusion about coaching and its definition	<p>The DfE do not clearly define or distinguish between mentoring and coaching.</p> <p>A local glossary of terms could be produced.</p> <p>A diagram explaining the spectrum of activity mentoring and coaching occupy.</p>	<p>DfE</p> <p>M</p> <p>M</p>	<p>n/a</p> <p>Jan 23</p> <p>Dec 22</p>
6. The 'learn that' and 'learn how to' statements had not been absorbed or even noticed by several of the ECTs interviewed	<p>These are still new to the profession and not fully adopted. As this pattern is now embedded in the CCF, ECF and NPQ frameworks this awareness will increase. We will continue to highlight this in induction.</p> <p>We are introducing Headteacher awareness briefings in 22/23 and the power of the ECF as a foundation for whole school professional development will be emphasised.</p>	<p>M</p> <p>D</p>	<p>Ongoing</p> <p>Jan 23</p>
7. The ECF delivery model relies upon the knowledge base of those leading, which has significant variance. Without external standardised quality assurance, there can be no certainty when making judgements of what has actually been learned and its veracity	<p>No external observer visits are required by the ECF or AB service in the Fully Funded Induction programme.</p> <p>Mentor engagement opportunities will be added to the programme in 22/23, which will include opportunities for developing practice, e.g., moderation of observation</p>	<p>-</p> <p>M</p>	<p>-</p> <p>Mar 23</p>
8. Some schools struggling to ring fence time for ECTs.	GTH can highlight this requirement and support directly / through the AB role and AB partners.	M	Ongoing
9. There are issues in some places with non-subject specific tutors or mentors being used, although this is highlighted as an area of benefit in other settings	This is dependent upon school staff availability and school leader decision making.	-	-
10. There is confusion amongst the wider staff about the roles of tutor and mentor.	The DfE, TF and GTH can continue to explain these roles.	<p>DfE</p> <p>M</p>	<p>n/a</p> <p>Jan 23</p>

Learning from the Review	Actions To take	Lead	By When
	A local glossary of terms can be produced.		
11. There is a general lack of awareness of the ECF programme across the school system which leads to a wide range of CPD provision (school based, rather than explicitly linked to the ECF) being offered to ECTs. This leads, at times, to overwhelm.	<p>The choice and fragmentation in the teacher development system is national and structural. TSHs will play an increasing role in clarifying options but cannot legislate to limit activity where the DfE allow diverse practice.</p> <p>The model of local CPD Boards will be introduced in all 3 local areas in 22/23 to assist in senior leader engagement and awareness.</p> <p>Area Leads are visiting Headteacher networks and coordinating messages to school leaders.</p>	<p>DfE</p> <p>D</p> <p>D</p>	<p>n/a</p> <p>Oct 22</p> <p>Sep 22</p>
12. Limitations of impact and influence of the materials and their potential benefit come from a lack of whole school awareness.	The DfE, TF and GTH can continue to explain the new teacher development system and encourage partners to not duplicate offers.	DfE, TF, GTH	Ongoing
13. When the whole school has had time to embrace the programme, the ECF's influence has potential to build a common language (referencing theory and practice) across the school, aligning practice in all classrooms and common areas.			
14. While there are clear examples of benefits resulting from the programme for teacher practice, these are not all being translated effectively into improving outcomes for pupils. Unfamiliarity with the materials and lack of cohesion across the school will contribute to this picture – it may be difficult to know what improvements to attribute to the programme's influence.	<p>There is an expectation by the DfE that better trained teachers will result in positive impact on pupil outcomes but there is not a refined mechanism to measure this (beyond Ofsted and progress scores). ECF can on its own only be a contributing factor to school wide pupil outcomes.</p> <p>Sourcing feedback from Headteachers on impact would improve local understanding.</p>	<p>DfE</p> <p>IHA</p>	<p>-</p> <p>Jul 23</p>
15. There is a desire for more collaboration, more vision for the future, more of a sense of self. In terms of empowering great teachers, GTH has the potential to	GTH will introduce engagement opportunities for ECTs, Mentors and facilitators on ECF in 2022/23	D	Sep 22

Learning from the Review	Actions To take	Lead	By When
increase its impact, to connect and empower teachers, to foster increasing collaboration.			
16. The core drivers of Generate TSH are obscured. The Local Area leads are each viewed as if they were the hub.	In 2022/23, GTH will be: <ul style="list-style-type: none"> <li>Communicating more frequently and directly with ECTs and Mentors in 2022/23 via email and a newsletter.</li> <li>Provide Hub wide engagement opportunities (beyond each local authority area).</li> <li>Create a welcome slide for all ECF training branded with GTH.</li> </ul>	M  D/M  M	Sep 22  Dec 22  Sep 22
17. The aims, mission and values of Area Leads schools should be congruent with GTH.	The Area Leads participate in the GTH Steering Group to plan the Hub programme. Each one has signed an agreement to uphold GTH's vision, values and approach.  GTH to review and renew its mission ('why' we operate) and embed in plans, communications and partnerships.	D  D	Ongoing  Jul 23

We welcome comment from schools, trusts and partners on our learning. If you have questions or insight that you would like to share please contact [hub@wpat.uk](mailto:hub@wpat.uk).

This report is being made publicly available to advance the learning and knowledge in locality and also the wider professional development network. If part or all of this report is reproduced please cite Generate Teaching Hub as the source.

Key:

AB = [Appropriate Body](#)

CCF = [Core Content Framework](#)

DfE = Department for Education

D = Director, Generate Teaching Hub

ECF = [Early Career Framework](#)

GTH = Generate Teaching Hub

IHA = Independent Hub Evaluator

M = Manager, Generate Teaching Hub

NPQ = [National Professional Qualifications](#)

TF = Teach First

TSHs = Teaching School Hubs