

## The Early Career Framework: origins, outcomes and opportunities

### Chapter title: The Early Career Framework Pilots: Lessons learned

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#### Abstract

The chapter examines the lessons learned from the independent evaluation (2020) of the pilot support programmes for the Early Career Framework (ECF). The pilots trialled contrasting programmes that were developed by two external providers, to identify the features that showed most promise and feasibility in supporting ECTs to engage with the ECF. Following in-depth interviews and surveys with Early Career Teachers, mentors and Induction Leads in ninety-eight pilot schools, factors were identified that impacted on the successful implementation of the ECF. These factors exist at three levels: i) the wider system, e.g. local authorities and multi-academy trusts; ii) school level, and iii) mentor-mentee level. Support for ECTs needs to be integrated with wider systems of development and accountability across a school's network, to avoid duplication and challenges in prioritising the focus and use of time for ECT development. At school level, the investment of senior leaders impacted strongly on the success of the pilot programmes. Careful attention is needed to how an ECF support programme aligns with whole-school development priorities and a school's culture of learning and teaching. At the level of mentor-mentee, the most successful implementation took place where mentoring was 'de-privatised', expanding beyond a one-to-one mentoring relationship and was embedded within a whole school approach that supported professional learning. Mentoring was increasingly recognised as a skilled professional practice requiring specific, high quality professional development. Implementation planning that connects all three

levels of the system is needed for provision to be coherent and meet the needs of ECTs.

**Keywords:** pilots, implementation, school culture, leadership, coherence

## **Introduction**

During 2019-20 the Centre for Teachers and Teaching Research at UCL Institute of Education carried out an independent evaluation (Hardman et al. 2020) of the three pilot support programmes for the Early Career Framework (ECF) (DfE 2019). The ECF sets out what teachers in England will learn about, and learn how to do, as part of an entitlement to professional development over the first two years of their careers, implemented nationally from 2021. This is accompanied by a package of time and funding to support the development of Early Career Teachers (ECTs). The evaluation, funded by the Education Endowment Foundation (EEF), was conducted in ninety-eight schools across England (fifty primary, forty-five secondary, and three all-through schools). It scrutinised three contrasting pilot support programmes that were developed by two providers, the Chartered College of Teaching (CCT) and Ambition Institute (AI), to identify the features that showed promise, feasibility and scalability in supporting ECTs to engage with the ECF. The evaluation report identified factors that impacted on the implementation of the pilots. This chapter discusses these factors in the context of schools as complex, relational environments. It identifies the lessons that can be learned regarding implementation of programmes to support ECTs. These lessons are applicable to all school contexts and are not specific to particular programmes of support.

## **The evaluation**

Schools were recruited to one of the three programmes, two of which were piloted by AI and a third by the CCT. Each programme provided a suite of sequenced online development materials and accessible related research evidence, aligned with themes from the ECF. They provided school mentors with the resources and training to carry out instructional coaching sessions with ECTs, which was a core feature of the pilots. Different instructional coaching models were adopted by CCT and AI. That

said, instructional coaching in all three programmes was broadly based on a sequence of regular (weekly or fortnightly), focused mentor conversations linked to observation of the ECT's teaching by the mentor, followed by feedback around specifically targeted areas for development. Professional development was provided for mentors and Induction Leads, which was online for the CCT programme and both online and face to face for AI. All programmes offered some element of mentor peer learning.

The intention was not to compare the quality of the programmes but instead to evaluate the modes of support and delivery within them. They were designed to run from June 2019 to July 2020. However, due to the COVID-19 pandemic, the evaluation reported on the initial set-up period until February 2020, incorporating ECTs' first six months of receiving support. During this period, three waves of surveys were conducted with ECTs, mentors and Induction Leads and online engagement data and programme materials were evaluated. Twenty school case studies were developed, comprising two rounds of in-depth interviews with mentors, ECTs and Induction Leads alongside observation of mentoring sessions in the first term of the induction period. The case study interviews were carried out on-site at the end of the first term of the pilots. The second round of interviews was conducted online during the summer term.

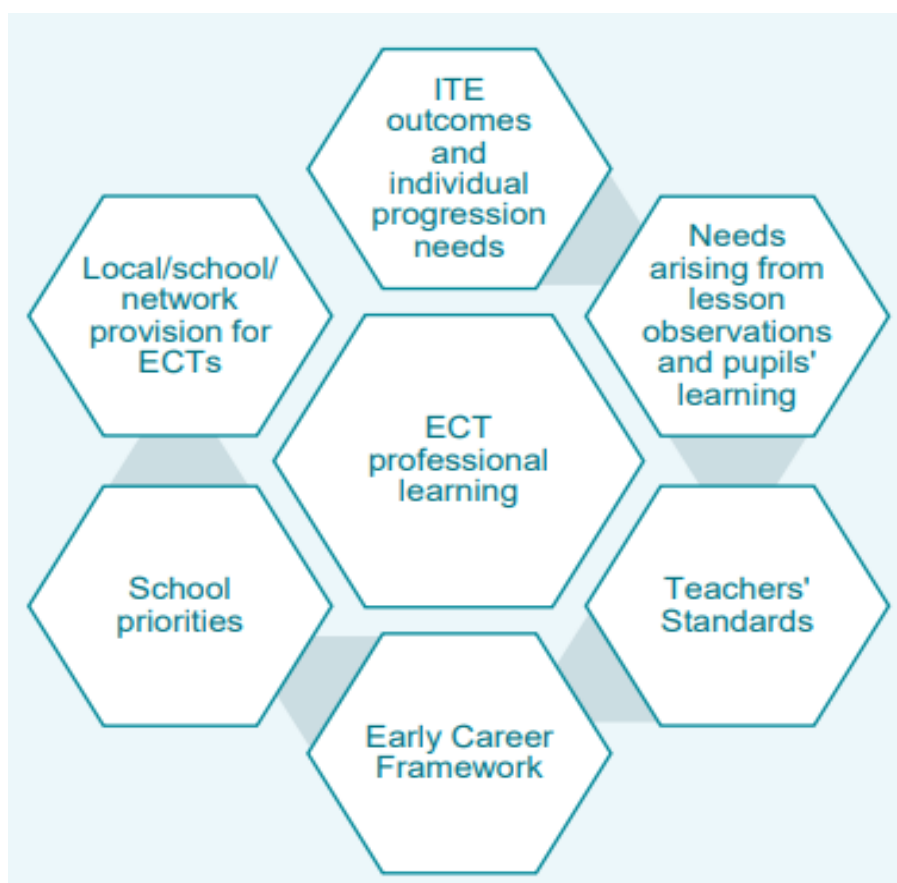
For full details of the evaluation methodology see the report:

[https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation\\_Report\\_s/ECT\\_Support\\_Pilot\\_Report\\_-\\_final.pdf](https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Report_s/ECT_Support_Pilot_Report_-_final.pdf).

### **The individual needs of Early Career Teachers**

ECTs' individual professional learning needs were framed by a multitude of contexts and demands, which brought together their personal trajectories with school priorities, local network expectations and national requirements. All of these had a bearing on engagement with the ECF programmes. These contexts and demands are summarised in Figure 1. These bear upon the individual teacher and, in turn, their mentor.

Figure 1. Contexts impacting on ECTs' professional learning needs



### Think bubble – Contexts for ECTs' professional learning

The range of contexts impacting on ECTs' professional learning are indicated in Figure 1. Use the contexts identified here to consider the situation in your school/MAT/network. You might need to add further contexts. What details can be added under school priorities and network provision that should be considered in choosing how to work with the ECF? Which people need to be consulted to ensure a coherent support programme can be put in place? How will the mentor be supported to navigate the range of demands so that the ECT is not overwhelmed?

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Unsurprisingly, meeting individual learning needs was a strong priority for the ECTs and their mentors. ECTs needed to know the *point* of the programme activities they

engaged with. A development focus for the ECT was identified from the programme themes and mentor observations of their teaching. Sometimes a pressing need (e.g. subject-specific planning for learning) was not part of the selected programme focus but became apparent and had to take precedence, drawing on other sources of support:

“...before we were doing the sessions on behaviour... and then we had to stop actually because...it was my first time teaching A levels, so that attention went there” (ECT).

The ECF sets out an extensive agenda to be supported throughout the induction period around five core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. It defines detailed content to be covered and the pilot programmes designed a set of learning activities around this content, which ECTs were required to engage with in a sequenced order. At the same time, there were priorities for ECTs’ learning within particular school environments (e.g. prioritising English as an Additional Language) and there were local network or Multi-academy Trust (MAT) objectives and policies for professional learning. Although engaging with the ECF was designed to be separate from assessing against the Teachers’ Standards (TS), the TS became a main driver for identifying development priorities when ECTs were struggling. The ECF and the support programmes were therefore part of a much wider web of priorities, policies and demands, with overlapping agendas.

The mentor often played a major role in helping to balance this range of demands, focusing on the individual ECT at the centre. Mentors were viewed as effective by the ECTs when they helped them to prioritise, identify synergies and not feel overwhelmed. Mentors in turn needed support from the Induction Lead in this regard, “we need to find a way of making [the support programme]...bespoke to individuals’ circumstances or schools’ situations” (Induction Lead).

Within these contexts, mentors and Induction Leads were concerned with how far the programmes provided the appropriate support and challenge for ECTs of differing backgrounds and experience levels. There were challenges around: the pre-determined sequencing of programme content against ‘in-the-moment’ needs of ECTs; supporting ECTs who were struggling to progress; providing challenge to

more capable ECTs; supporting mentors with widely varying experience in working with ECTs and in contextualising research into practice. The diversity and complexity of the professional learning environment required navigation, to draw on the ECF programme to play its part in meeting individual needs in a timely way.

The programmes were most effective where materials and resources met the needs of ECTs at the appropriate developmental stage or particular time when a need was felt, “I loved the focus on behaviour management. I feel it came at the right time” (Induction Lead/mentor). Online materials and their practical relevance were rated highly in these cases. In particular, videos of teaching in action with pupils were seen as authentic and research-informed and the research materials in all of the programmes were praised for being high quality, relevant and accessible, “the thing that I was really excited about was having access to all of the educational research” (Induction Lead).

Needs of ECTs varied greatly according to their individual developmental stage on transitioning from Initial Teacher Education (ITE) (this was under-acknowledged by mentors in the pilot programmes), prior experience (for example as a Teaching Assistant) and school context. When programme activities did not adequately reflect the ECTs’ needs, this became a barrier, “some of the content I look at and I think, this is not so relevant to me right now.... I automatically switch off because I think this is [not relevant] to the four- and five-year olds that I'm working with” (ECT).

Normative tendencies were embedded in the pre-determined pathways through the learning materials, common timing in the year or assumptions of what would be most relevant for all ECTs. The ECTs valued relevance to developing efficacy in their specific phase/subject context, “to have some subject-specific examples especially within the phase...That would have been a big help to me, if I'd seen an actual French lesson or Spanish lesson” (ECT).

Engagement with the programmes reflected many of the features described by Taylor (2020) that constitute the ‘complex process’ of professional learning. Factors from the past (e.g. mentors’ prior experience of mentoring and of being mentored), the present (e.g. the allocation of time for mentoring) and even future (e.g. speculation about policy development) were found to influence mentors’ and ECTs’

engagement. The complexity of professional learning and of schools as learning environments needs to be recognised in order to respond adaptively to the lessons learned from the evaluation.

### **The complexity of schools**

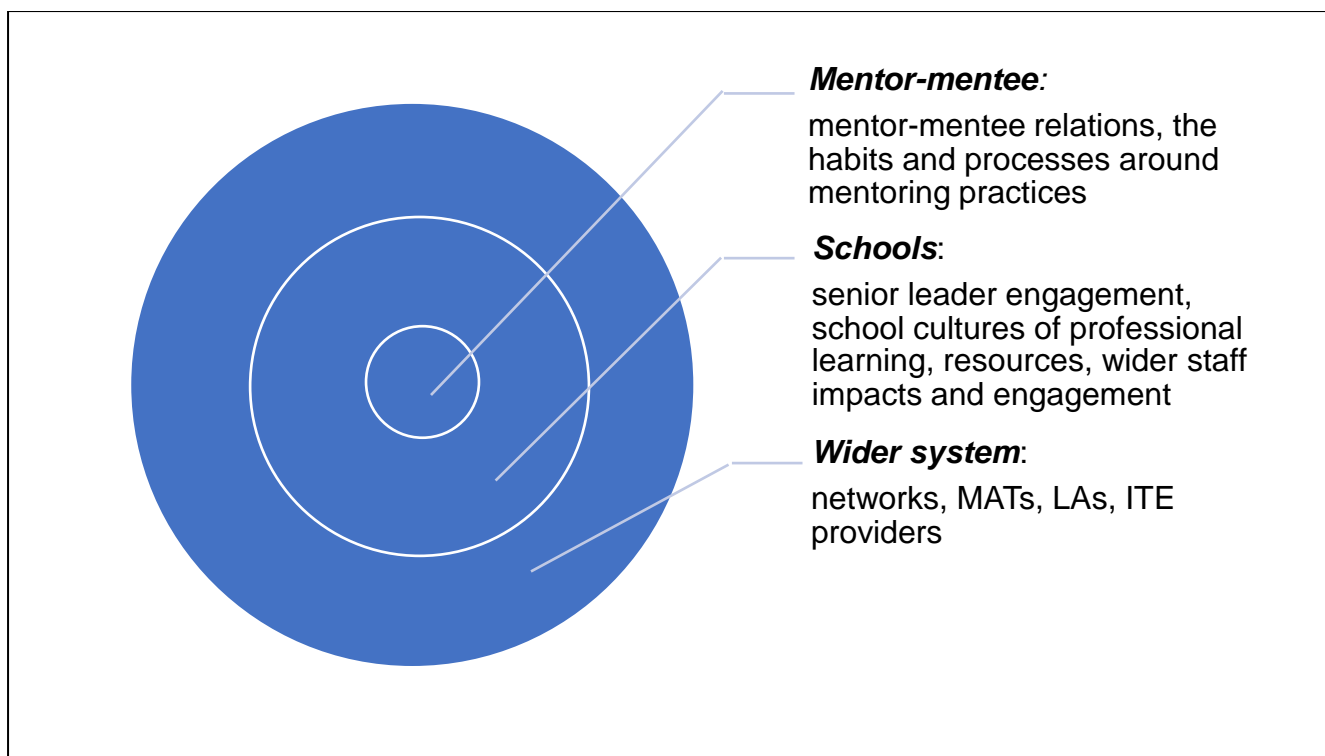
The evaluation found that multiple, inter-related factors influenced the ways in which the pilot programmes were received in schools and impacted on ECTs and mentors. Schools are complex, dynamic environments, composed of people, resources and policies in constant interaction with each other. It is well-established in the professional learning literature that teachers' development within schools is intrinsically linked to these dynamics (Ell et al. 2017). It is important that professional learning initiatives take account of this complexity. Pedder and Opfer (2013, p. 540) identified that 'simplistic' conceptualisations of professional learning are a barrier to meaningful change and that it is always important to consider how teachers' learning is 'embedded in personal and professional lives and working conditions'.

The lessons learned from the evaluation reflect this complexity. They are discussed in terms of three levels of the system, which emerged as a relevant framework for analysis of the features which impacted on engagement with the programmes.

### **Three levels of the system**

Lessons learned are located within three levels of the system (see Figure 2) that provide insights into what enables widely differing schools to engage with the ECF, what enables meaningful professional learning for ECTs and what supports mentors to develop the expertise to support ECTs to develop research-informed practice.

Figure 2. Three levels of the system



The pilot programmes are thus understood as part of the dynamic, multiple and simultaneous interactions taking place between stakeholders, within and beyond the school. The ways in which ECTs and mentors engaged with the pilots were analysed in terms of these levels, which avoided simplistic accounts of ‘cause and effect’. School environments are ‘comprised of interactions that are *non-linear*’ (Langdon *et al.*, 2019, p. 252), whereby we cannot ascribe simple causality within multiple interactions between mentor, teacher, other teachers etc. and ‘*multi-layered* (interactions between the school system, individuals, classrooms, the community and the policy environment)’ (ibid.).

The three levels reflect Taylor’s (2020) analysis of contexts for professional growth, which are shaped by relationships, leadership, capacity and ethos, nested within external conditions of policy, culture, society and values’ (p. 3). Any intervention that aims to secure a national entitlement to ECTs’ professional learning is located within these contexts.



Implementation planning that connects all three levels of the system is needed for provision to be coherent and meet the needs of ECTs.

### **The wider system**

Support for ECTs needs to be integrated with wider systems of development and accountability across a school's network, to avoid duplication and challenges in prioritising the focus and use of time. The pilot programmes were situated not only within individual schools but also intersected with wider school networks. The ECF underpins a significant amount of work for those involved in it and there is a risk that it contributes to excessive workload if not implemented carefully. Mentors were particularly at risk of this during the pilot programmes, but some ECTs and Induction Leads were also affected. Workload increased where there was overlap between the pilot programmes and programmes already being run by schools, MATs or LAs, sometimes resulting in duplication of activities or topics. Many of these existing programmes were highly valued by schools, because they met local needs and were based on strong knowledge of the communities they served. Many Induction Leads wished to maintain aspects of these programmes, while valuing the contributions made by the ECF pilots. This resulted in increasing, cumulative, demands on time for induction.

Mentors needed approximately one-and-a-half – two hours per week to complete the work involved in supporting an ECT. ECTs needed up to an hour per week, depending on the programme. Programme developers tended to underestimate the amount of time mentors and ECTs needed to engage with the programmes.

#### *Implications – wider system*

- Close alignment is needed between policy expectations, the designers of programmes and the time to engage that is made available by school leaders. Coordination of these varying stakeholder perspectives is vital if long-term provision within the system as a whole is to be coherent and manageable.

- Policy monitoring is needed to ensure that equitable time is provided across schools for mentoring support and mentor development to be accessed.
- LAs and MATs need to coordinate existing processes of professional development with ECF support programmes, reviewing which components will be integrated or replaced and how the programmes fit their organisation's priorities. This is important to avoid creating conflicted or confusing scenarios for ECTs and mentors. For example, there needs to be a clear understanding of how research evidence is deployed in schools and how coaching approaches are integrated with practice development, both of which need to be compatible with the ideas underpinning the ECF support programme that is chosen.
- Practical coordination and timetabling of various ECT activities across a MAT or other network is needed to ensure manageability and engagement with the range of support on offer.

### **The school level**

An extensive body of research shows that the values of school leaders influence how schools respond to policy reforms (Day and Gu, 2018) and that teacher development is influenced by school leaders, the context and daily experiences (Timperley et al., 2007). Our evaluation found that the investment of senior leaders influenced the success of the pilot programmes. This was especially reflected in leaders' decisions about dedicating funding to protect time for the mentoring process. In some schools, Induction Leads were senior leaders with flexible non-teaching roles who gave their time to cover mentors' classes to enable observations to take place for example. These leaders had strong commitment to the pilot provider and to the programme ethos. Their support was noted by mentors and ECTs as directly impacting on sustained engagement with programme activities. At the same time, these leaders emphasised that such input was not sustainable and that many other schools would not have the resource to act in this way.

A major benefit of the programmes was heightened awareness within schools of the importance of mentoring. The ECF presented an opportunity to develop the role of mentoring and coaching within schools as a specialised professional practice. The pilot programmes began to change school cultures to recognise that the development of ECTs and their mentors ultimately leads to improved teaching, with potential benefits for job satisfaction and retention:

“It is about the development of both ECT and mentor. And improving mentoring, in turn, should improve, obviously, the outcomes for the ECT, hopefully, but also retention, and the quality of what an ECT is getting comes from the quality of the mentoring” (Induction Lead).

Careful attention is needed to the ways in which whole-school development priorities and a school’s culture of learning and teaching are aligned with the choice of an ECF support programme. In some cases, mentoring contributed to a school’s wider capacity for professional learning and there were instances of mentors and ECTs sharing development materials more widely, “we’ve fed that back to the whole staff” (Induction Lead).

Most schools which chose to take part in the pilots had pre-existing allegiance to the provider they enrolled with and strong commitment to professional learning. Even in these schools however, it became difficult to maintain full participation in programmes where staff shortages and turnover impacted on mentor availability and release time for both ECTs and mentors.

Thus, conditions within schools shaped the experience of the pilots in both positive and negative ways.

The ECF pilot initiative underestimated the strong professional accountability that Induction Leads felt about the progression of their ECTs and their need for close involvement in providing support. There was reluctance among experienced leaders to hand over a total package of provision to an external body, especially where they had formerly managed support programmes that were bespoke to their schools. The consequences for ECTs who failed to make satisfactory progress against the

Teachers' Standards whilst taking part in the pilot programmes rested at the doors of these leaders. In these cases, they were not entirely confident about surrendering part of this significant school responsibility for support to an outside body.

Alternatively, in schools where previous mentoring provision was extremely limited, the pilot programmes were highly regarded as satisfying a need.

### *Implications - school level*

- Careful consideration is needed of how an early career support programme aligns with whole-school development priorities and the culture of learning and teaching within a school.
- Protected time for mentoring meetings, mentor observation and mentor development needs to be factored into the school timetable.
- The role of the Induction Lead as a 'gate-keeper' to the support programme should be clearly defined. Their role needs to be fully recognised as they bring about coherence between the programme and the professional learning needs, strengths and resources already present within a school.
- Ongoing dialogue between mentor and Induction Lead is important and needs to be sustained throughout the induction period to manage the range of demands on the ECT and the mentor.

### **Think bubble - Implementation planning**

Implementation experts recommend that you should allow a long lead time before introducing a new initiative (Sharples et al., 2019). Start as early as possible to develop your implementation plan. Starting well in advance will help ensure ECTs have the greatest possible chance of benefitting from mentor support during induction. Time should be used both to plan how each element of the ECF will be implemented in your school and to prepare people for the part they will play in implementation. It is good practice to establish an implementation team (Moir, 2018). Depending on the size of your school, this might include one or more senior leaders, the Induction Lead and one or more mentors. It should include a senior staff member with the authority to make school-level decisions.

Consider how you will tailor your chosen Early Career support programme to your school's context. Identify where there is overlap between Early Career support entitlement and your school's (or MAT's or LA's) pre-existing provision for ECTs and adapt activities to avoid duplication. You may need to consider what might need 'deimplementing' in your school – activities, practices and habits that are superseded by the ECF and need to be changed or stopped. Check compatibility of providers' e-learning platforms with your school's IT facilities and make any adjustments before the start of the Early Career support programme.

Ensure that mentors and ECTs have sufficient directed time allocated to enable full engagement with Early Career support entitlement, including attendance at induction events. Assess your timetable and cover arrangements to ensure that mentors and ECTs are able to meet regularly during the school day and to ensure that a range of teaching can be observed. Make the most of the opportunity to support mentor development and a whole-school culture of mentoring.

See Taylor et al. (2021) [The Early Career Framework – A Guide for Implementation](#) for further guidance developed from the evaluation.

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### **Mentor-mentee level**

Mentors need time for mentoring, “what I would really like is an actual hour on my timetable that's protected” (mentor). Protected time for mentoring conversations and observations of ECTs' teaching was universally recognised as essential by the mentors and ECTs. To support ECTs to engage with the support programmes, mentors had to further plan for the ECTs to carry out programme activities, review their progress and become familiar with the related research material provided.

A significant minority of mentors in the pilot schools were new to mentoring - 34.4% and 41.6% of mentors on the two AI programmes and 42.2% of mentors on the CCT programme. Mentoring was increasingly recognised as a skilled professional practice

requiring specific, high quality developmental support, in line with extensive research that calls for mentors to have access to sustained professional learning (e.g. Langdon, 2017). Those who had mentored ECTs previously had highly inconsistent prior experience of professional development, some having received none at all.

One pilot programme was perceived as providing a good 'refresher' for experienced mentors. While some perceived this as a strength of the programme, it came with a risk that experienced mentors did not always appreciate the depth of engagement with the research materials that was needed to fulfil the research-informed dimensions of the role. Mentor development included working with research materials, via access to online and/or face to face training related to the ECF and resources to support ECTs, and also facilitated peer-exchange of ideas and experiences. There was awareness that professional learning should not be 'front-loaded' but maintained throughout the mentoring period. The online mentoring support materials were valued as high quality and research-informed. Protecting time for mentor development was vital and schools that could do this in a sustained way – not just at the start – had a markedly positive experience of the pilots. Where schools had not made sufficient time available, this had a seriously detrimental impact on mentors' workload and capacity to fulfil the programme aims. Mentors who experienced this were more reluctant to consider taking on mentoring responsibilities in the future.

There were very differing responses to the models of instructional coaching that were a feature of the pilot programmes. Many ECTs liked having very tightly focused mentor conversations about a single focus and then small steps to practise specific teaching behaviours. Others were more critical of this type of model, because they felt it was ill-matched to their stage or rate of development. This was partly linked to a lack of attention to progression from ITE. There was some sense of 'beginning from scratch' – new teachers have a wide range of ITE experiences, but almost no mentor had discussed ITE outcomes as a basis for setting goals to secure continuity of development.

In some schools the programme remained the exclusive focus of the mentor and ECT, separate from other staff. Mentoring very often took place in a closed way

between just the two people involved – this limited opportunities to learn within the wider resource of the school. It is important to challenge this separatism and to ‘de-privatise’ (MacBeath 2012) aspects of this. It can be an over-intensive experience for both parties, especially if the mentor is also a line manager. Support for ECTs was enhanced where there was frequent dialogue between senior leaders, mentors and mentees:

“There’s an entire support network in school and [ECTs] know that my door is always open for question and answer and anything they want to run by me. They can contact me at any time they want, and we can discuss protocols for things, the policies that exist or they may just want to talk about anything, any concern that comes their way, I’m here for them” (Induction Lead).

ECTs valued having a formalised routine within protected meeting times, based on agendas that related to the Early Career support programmes and which drew on research materials. This helped to maintain specific developmental goals for mentoring sessions. Mentors explained that this prioritised a focus on ECT learning compared with some mentor meetings in the past that tended to be dominated by administration and accountability agendas.

As part of this structured approach to mentor meetings, productive mentoring conversations had to be planned for. Mentors gradually felt freer to adapt the ECF priorities to the context-specific development needs of their mentees. Planning these agendas is a skill that can be under-estimated. It challenges the reliance on informal and ad hoc mentor conversations, which were still valued in addition and played an important role in day-to-day support for ECTs.

Managing workload and wellbeing for both ECTs and mentors was a recurrent theme in case study schools. ECTs appreciated mentors with whom they could talk about the inevitable challenges they faced. Hobson and McIntyre (2013) identified the struggle of new teachers to talk openly with mentors about the things that are really worrying them about how they are doing, about what they see as ‘weaknesses’. This can be made more difficult if the mentor also has an assessment role. In some schools, these roles were separate and the ECF mentor role was exclusively developmental. When the roles were not separated however, mentors had to make

careful judgements about the purposes of mentoring activities, to consciously maintain focus on developmental priorities. ECTs were supported well by mentors who felt confident and a sense of ownership over the whole process. Such mentors displayed 'adaptive expertise' (Langdon, 2017) to guide ECTs to engage meaningfully with the support programme.

#### *Implications – mentor-mentee level*

- ECTs need to have a specific, dedicated mentor responsible for closely supporting their professional learning. Mentors and mentees need formalised, protected dates in the diary for regular meetings. In the pilot support programmes, this happened weekly or fortnightly. Wherever possible, this was in 'non-tired' time – not always after school and not in lunch breaks. It is easy for mentoring to disappear from busy teachers' priorities – especially when things seem to be going okay. A calendar of protected mentoring meetings and agendas helps to ensure this can be avoided.
- Mentors should have access to structured, high quality professional development that is maintained throughout the induction period and have protected time to engage with that.
- Mentoring ECTs should draw on the school as a learning community, by which mentoring is something that is consistent with the way a school supports professional learning more widely and seeks to link teacher development with research engagement for all teachers.
- A formalised mentoring routine with a structured focus on developing teaching expertise needs to be in place. This had not been the previous arrangement in many of the schools and many mentors reported having very poor experience of being mentored themselves as new teachers.
- Strategies developed by programmes need to be very carefully scrutinised by mentors to ensure that they give the most appropriate support for an ECT's individual needs, priorities, ITE outcomes and stage of progression. They need to be able to draw on wider school networks where relevant to help them make fully contextualised judgements about how and when to adapt external provision to the context of the ECT.



## **Think bubble – The disruptive potential of mentoring**

This is a reflection written by a mentor, following an observation focused on the use of questioning in an ECT's Year 8 lesson. It shows how induction mentoring can be a mutual learning experience for mentor and mentee. How normal is reflection of this type within the mentor role, in your experience?

“The mentee is now looking at developing his questioning by understanding more about how students can develop and consolidate knowledge by constructing knowledge together. He's looking at his use of 'Think, Pair, Share' along with further collaborative strategies to improve thinking skills and genuine independence. In addition, he has volunteered to pilot the school's [digital film recording] system to self-observe the effect of implementing these strategies with this class. We spoke at length about using the 'play-back' with the sound off to look at his body language and non-verbal gestures which could act as cues to prompt some reluctant students to answer. He was also interested in using the camera positioned on the students so that he could see all reactions to his input, with a focus on what happened when he posed questions. He readily admitted that viewing this material would demand resilience that might be really challenging.

It can challenge what many of us practise without questioning. It can even lead to embarrassment as you consider your own teaching. How can we maximise the effect we have on each other within these mentoring meetings and conversations, and how can we enable even further learning for the mentee? I hope that ultimately, we will both develop a highly skilled teaching repertoire that will disrupt and develop current ways of doing things”.

[END OF THINK BUBBLE]

## **Conclusion**

ECT and mentor learning was influenced by the relational aspects of their environments. The pilot programmes introduced resources, new role expectations of ECTs, mentors and Induction Leads and a new policy framework for activities within schools. These contributed to a 'constant state of contingency' (Daly et al. 2020, p. 654) for professional learning that has been identified in previous studies of school environments. By looking at the pilots through levels of the system, it is possible to identify lessons that are relevant for the range of stakeholders within this dynamic context. Now that professional learning is an entitlement for ECTs in all maintained schools in England, a considerable investment needs to be made in achieving the system wide, school-level and mentor-level conditions that are needed to help new teachers and their mentors to thrive.

The pilots ended too soon to see what, if any, impacts they may make on the retention of teachers. Within a complex and inter-connected system, all stakeholders will need to play their parts in policy development, programme design and resource allocation to respond to these lessons and ensure the most appropriate support is available for new teachers and their mentors.

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### **Glossary of terms**

AI     Ambition Institute

CCT   Chartered College of Teaching

DfE   Department for Education

ECF   Early Career Framework

ECT   Early Career Teacher

EEF   Education Endowment Foundation

IT     Information Technology

ITE   Initial Teacher Education.

LA     Local Authority

MAT   Multi-academy Trust

TS     Teachers' Standards