



University of
Southampton

Research-Informed Toolkit for effective ECT provision



Rachele Newman

Director Of Initial Teacher Education
Co-founder: Education Research Practice
Network (ERPn)

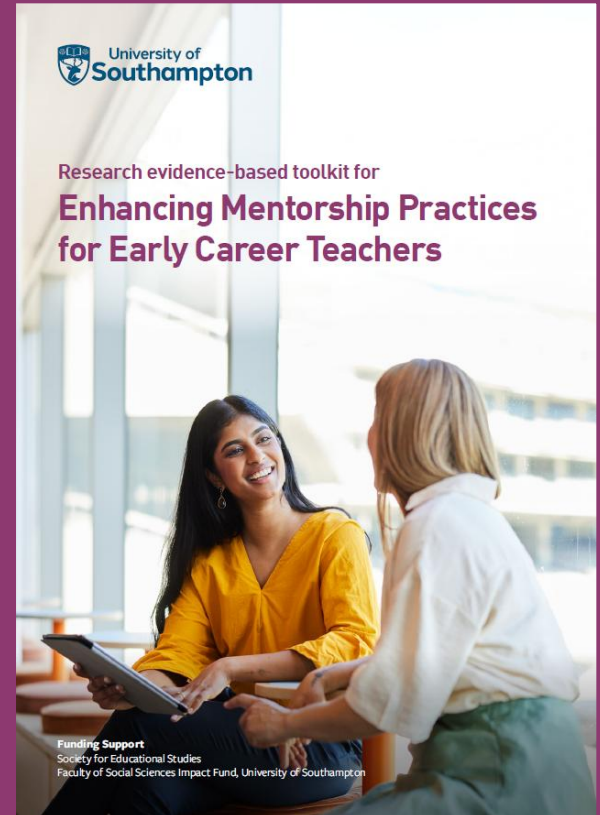


Dr Achala Gupta

Co-Director, Centre for Research in Inclusion
Lecturer, Southampton Education School

Achala.Gupta@soton.ac.uk

LinkedIn: DrAchalaGupta



Context

- ECF (now ITTECF) was created as part of the Teacher Recruitment and Retention strategy (2019)
- Designed to address the declining number of teachers joining the profession and the increasing number of teachers leaving
- Sets out core/mandatory content that a teacher ‘should know’
- Part of ‘golden thread’ of teacher development connecting a teachers learning journey from pre-service through to senior leader

Reality

- Missed targets to ITE recruitment (stats) for the last 10 years
- In 2023/24, only 62% of the target were recruited to ITE. (96% primary and 50% of secondary their respective targets), and individual subjects (UK parliament, 2024)
- Government has just reduced target numbers (April 2025)
- Schools are hiring cautiously, likely in response to increased budget constraints. 44% of HTs expect to reduce their teacher headcount in Sep 2025 (Teacher Tapp, 2025)

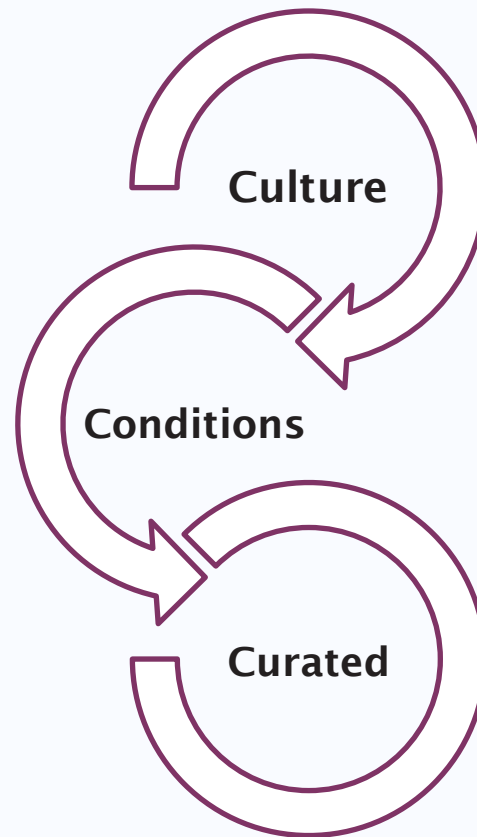
ECT provision: context

- National providers x 6 funded (now 5)
- Schools also able to create their own provision- unfunded
- Required fidelity to the ECF.
- Within this variable landscape- interested in the characteristics of effective provision- given that we want ECTs to find their provision valuable and to stay in teaching!

Our project

- Exploring conditions for effective provision, with particular focus on conditions for mentorship
- Context: 4 types of school
- Captured voices of ECT coordinators, mentors and ECTs (1+2)
- 36 hours of individual interviews
- 3x half day focus groups with each participant group

The Three Cs!



Culture

- Value **mentor knowledge**
- Increase **mentor visibility and esteem**
- Frame ECT and mentor development through a **broader lens of teacher development**

Conditions

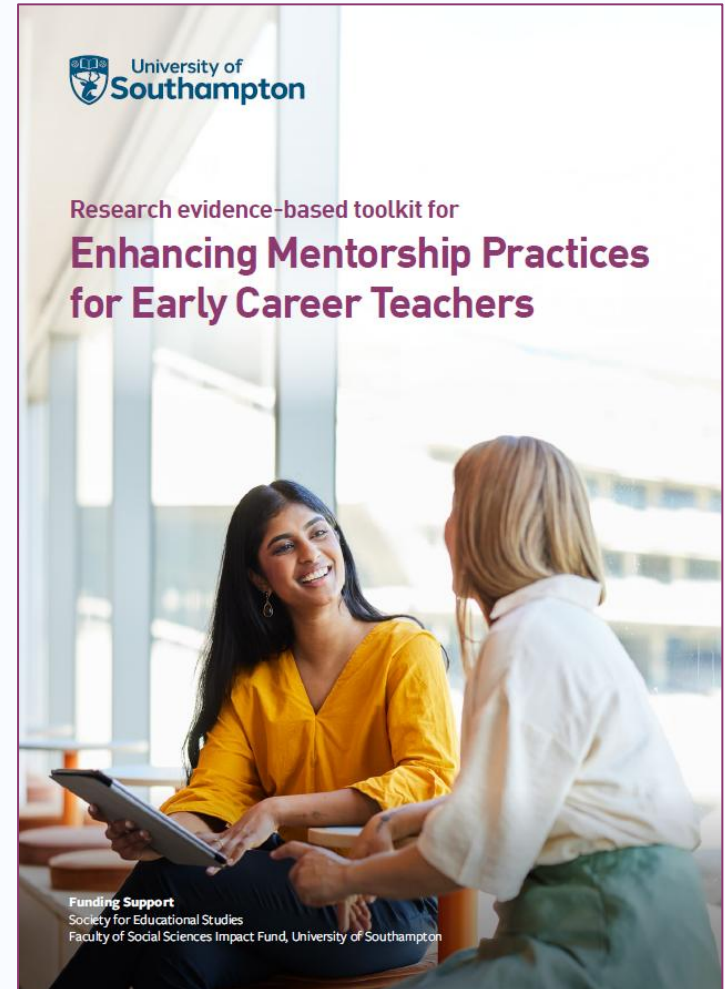
- Encourage relational and responsive mentoring
- Build subject specificity into mentoring dialogue

Curated

- Context and phase specific material
- Broaden the scope of experiences ECTs can have outside their classrooms.
- Review a progression model across the two-year provision building on a wider knowledge base for exploring teacher knowledge and development

The Toolkit

- We've used the findings to create a Toolkit for schools to support them in creating the right context for effective ECT provision
- Is organized by the 'three Cs'
- Is currently being used in our Partner schools
- Co-constructed CPD for ECT Coordinators to use the Toolkit in their schools.



Wider implications

- The ECF is not really having the desired impact as it stands.
- Teachers long term commitment to the profession remains significantly below pre-pandemic levels. Around 60% of teachers expect to still be in the profession in three years time (Teacher Tapp 2025)
- ‘Golden Thread’ or ‘gilded cage’?
- Teacher professional autonomy is key!

To access the Toolkit

Brief info capture
Allows us to track
impact

*Gupta, A. & Newman, R.
(2024) Research Evidence-
based Toolkit for enhancing
mentorship practices for Early
Career Teachers.
Southampton: University of
Southampton*

Boosting ECT mentorship: A self-
appraisal to enhance ECT support
& evidence its impact



YOUR QUESTIONS

Contact Rachele:
rachele.newman@soton.ac.uk

Check out the work of ERPN :
<https://erpn.soton.ac.uk>

