Case *Study*

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Introduction...

I am a graduate of mechanical engineering who transited into teaching through the "Engineers Teach Physics" pathway of the DFE. I trained for my PGCE/QTS at the University of Reading. I did my two years of teaching induction at a school in Reading, and I presently teach at a UTC in Liverpool.

How has the programme supported your professional development as a teacher?

The Early Career Training Programme (ECTP) was very pivotal in helping me develop my teaching practice. Fortnightly sessions with my mentor helped me reflect on my practice, pick up useful teaching skills, and get vital support in my first years of teaching.

The observation of my lessons by my induction tutor also helped me to reflect on my practice and the setting of targets helped to improve specific facets of my teaching practice and develop into a better-rounded practitioner.

The programme also helped me with observing the lessons of experienced colleagues in the school, and further developing my teacher persona using tips picked up from those observation sessions
The implementation of the practitioner inquiries also helped bolster the concept that one's teaching practice is always a work in progress, and that there is the need to constantly be keeping up to date with the latest research in the education field and be a research-driven practitioner.

How has the training sessions support your development?

> *"The cluster meetings proved vital for networking, meeting colleagues, bouncing ideas off them, picking up useful practices, and giving a properly defined direction to the programme."*

The school visits also proved useful as I was able to go and see schools offering a different kind of provision to the one I was working and see how they operated.

In year 2, what topics did you cover for your practitioner inquiry and what was the impact of this?

How can I use a timer or alarm system over three weeks to improve the pace of learning and the amount of content covered in lessons with a Year 9 class? *This inquiry helped me increase the pace and tempo of my lessons. I had developed a habit of allowing too much time for tasks, but the inquiry helped me make the necessary adjustments.*

> *"I have continued using this approach, though I have modified it to remove the shrill sound of the alarm and replace with verbal reminders of the time remaining on a task."*

How can I use rulers and set squares as guides for my Year 8 students to locate coordinates correctly on graph paper over the course of four lessons? *This inquiry was meant to bolster the literacy skills of my students and develop a pedagogical skill for me. I used rulers and set squares as guides for appropriately locating coordinates when drawing graphs or reading values from graphs, I showed this using a visualiser and had students follow the steps in their own graph workbook.*

"There was a significant improvement in the marks scored in a question that had graph skills in it in the next assessment, the improvement was more marked in lower attaining pupils. I have retained this as part of my practice especially as part of the support offered to less able students when dealing with graphs."

How can I use praise to improve engagement with tasks and improve task completion rates in year 8 sciences and make this a whole school approach over the course of 4weeks? *I consciously started using praise right from the door to help my students settle down quickly in lessons and get engaged with tasks. It noticeably improved behaviour and I had fewer disciplinary issues to contend with in my lessons. I started trying this out with the three Year 8 classes I was teaching, targeting the lower attaining pupils in the class.*

"Task completion rate in my Year 8 lessons moved from 65% to 90% pre and post the implementation of this approach. This prompted me to extend the inquiry to the other year groups I was teaching with similar results. I have continued using this approach in my lessons even after the completion of my induction, it has been my kryptonite."

How did you manage the workload?

I had a set time for mentor meetings and if I had self-study session, I usually took out the time to complete it. I mostly downloaded materials to read and digest in my own time.

"The module audit served as a guide for me and my mentor to identify the areas of strength and the areas that needed strengthening in my practice. After identifying the areas that needed strengthening from the audit, we usually developed strategies to improve around those areas."

Please summarise your overall experience and please tell us what advice you would give to other ECTs beginning their induction?

The induction experience felt like a furthering of my teacher training, where anything missed during the initial PGCE/QTS training was identified and honed to near perfection. It felt like there was more time to concentrate on the teaching standards, and there was enough room (in terms of lessons and classes) to try and test approaches to make them better.

> *"My advice to ECTs beginning their induction is to grasp this wonderful opportunity to polish and enhance their practice."*
